

THE CATHOLIC SCHOOL Journal

Volume 58

Number 7

September, 1958

Your Journal

"Take This Child and Make Him Grow" is the mandate given to every teacher on every level; it summarizes all worthy educational theories and principles and practices. Read this article carefully and prayerfully at the beginning of each semester.

"Should Lay Teachers Teach Religion?" "Yes," says Msgr. Ryan, a professor of education, a diocesan superintendent of schools, and an adviser to the CATHOLIC SCHOOL JOURNAL. Religion is the subject of *vital* importance to every man, woman, and child. Every parent and teacher must conduct his life and teaching so that youth will grow in the knowledge and practice of the members of the Mystical Body of Christ.

The outstanding discussions on various phases of education in this Opening of School number of your JOURNAL cannot fail to help you in planning the school year of 1958-59.

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Ella Callista Clark, Ph.D.

Editorial Consultant on
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3. A lesson plan printed on the back of each record sleeve lists objectives, procedures, ten points of doctrine, the six basic questions which also appear at end of filmstrip, eight supplementary questions, and suggested prayers and resolutions.

Following is a detailed list of the sound filmstrips in the St. John's Catechism series:

The Creed

GOD

- Unit 1. God and His Perfections
- Unit 2. The Most Blessed Trinity

CREATION

- Unit 3. The Creation of the Angels
- Unit 4. The Creation and Fall of Man

REDEMPTION

- Unit 5. The Incarnation
- Unit 6. The Redemption

SANCTIFICATION

- Unit 7. The Holy Ghost and Grace
- Unit 8. The Church

UNION

- Unit 9. The Communion of Saints
- Unit 10. The Resurrection and Life Everlasting

The Sacraments

INITIATION

- Unit 11. The Sacraments in General

Unit 12. Confirmation and Baptism

STRENGTH

Unit 13.

*Unit 14-Pt. 1 The Holy Eucharist

*Unit 14-Pt. 2 The Sacrifice of the Mass

HEALING

Unit 15.

Unit 16.

INCREASE

Unit 17.

Unit 18.

PRAYER

Unit 19.

Unit 20.

Penance

Extreme Unction

Holy Orders

Matrimony

The Sacramentals

Prayer

Commandments Now Ready

Unit 21. The Commandments in General

Unit 22. The Commandments of the Church

EVALUATION: Several teachers who have used these sound filmstrips indicate that usually students respond with intense interest to the story element and appear to learn more clearly the meanings involved as well as the practical applications in their daily lives. Cost of each unit separately is \$15. For further information, write to the publishers.

CORONET FILMS

65 East South Water St.
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Making Sense With Outlines

Sound motion picture, 16mm., 11 minutes, black and white: \$55, color: \$100. Intermediate. Junior High School.

As the children plan a visit to a fruit farm, they discover how useful outlining is as a way of organizing their questions. Reasons for a breakdown of the subject matter into major topics and subtopics with the proper lettering and punctuation are emphasized. The outline the class developed led to greater enjoyment of the field trip and a clearer understanding of the many facets of the apple industry.

EVALUATION: A group of teachers, supervisors, and parents who previewed this film agreed that it clearly and interestingly teaches the how and why of a two-point

outline as a valuable tool in organizing subject matter. The story element should appeal to students and supply strong motivation for learning.

English Literature: The Elizabethan Period

Sound 16mm. motion picture, 13½ minutes, black and white: \$68.75, color: \$125. Junior High School, Senior High School, College.

In a London theater, we see people representing the various social classes of Elizabethan times. Their lives and environments show us how trends in expansion, trade, taste, and study affect the literature of the time. Excerpts from the writings of great Elizabethans and the elements that characterize them are presented.

EVALUATION: Provides a background of understanding basic to the appreciation of the literature of this period. Interestingly presented.

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Exploring Space

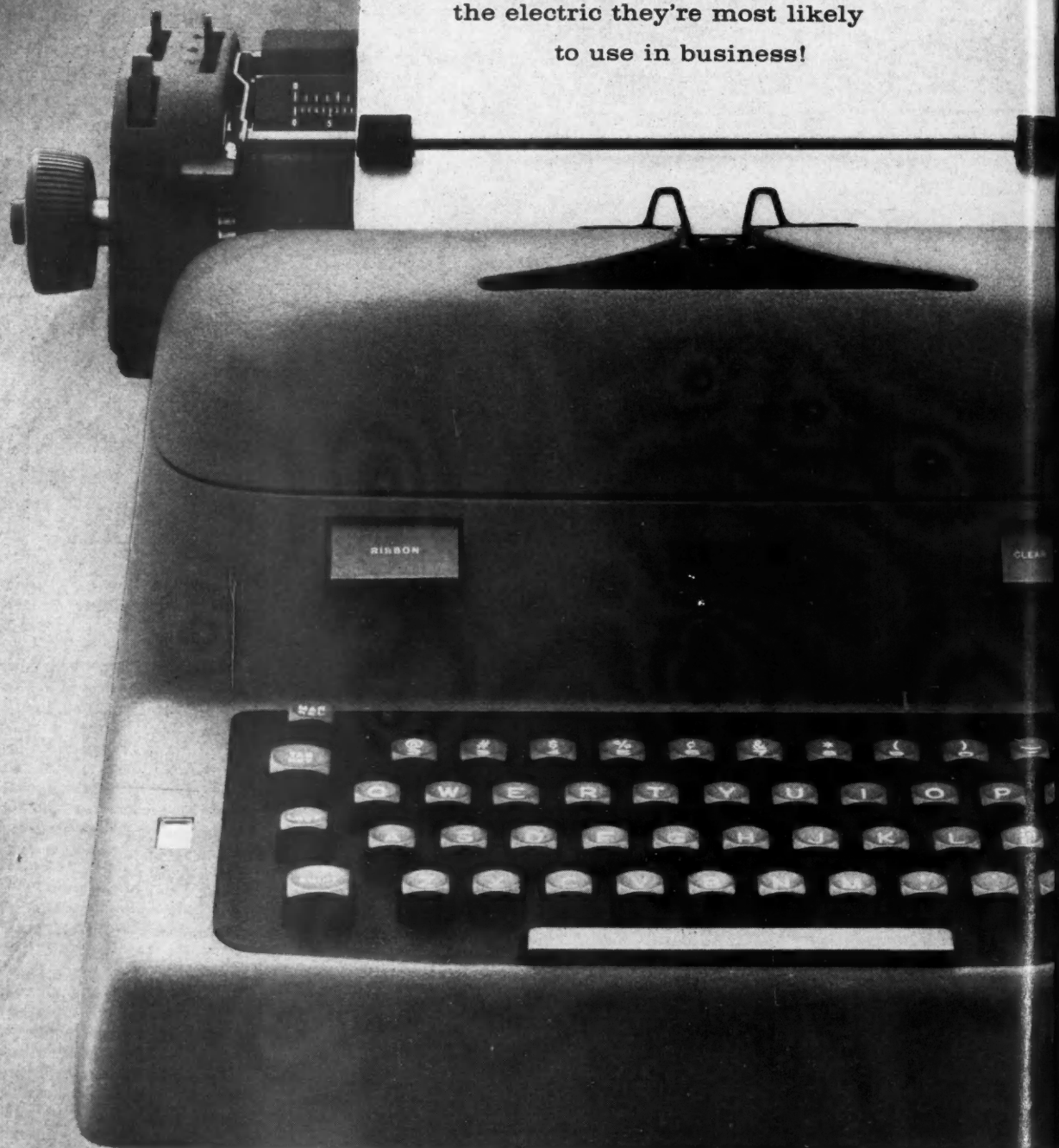
Sound 16mm. motion picture, 26 minutes, black and white: \$100, color: \$175, rental: B & W \$10, and color \$15.

Depicts the development of the modern rocket and the mechanisms responsible for the propulsion of America's first satellite into outer space. Gives history of man's experience with fuels to provide propelling force for the rocket. Shows the ancient Chinese mixing sulphur, charcoal, and saltpeter for explosives used in the first fireworks. The step-by-step development and operation of the modern rocket is demonstrated by Dr. I. M. Levitt, director of Fels Planetarium, Franklin Institute, Philadelphia. In detailing the origins of the rocket, the fundamentals of jet propulsion are presented clearly. The transition from laboratory experiments concerning Newton's Third Law to rocket propulsion is smoothly accomplished. The subject of fuels is covered in interesting experiments that demonstrate the use of dry black powder with its serious limitations as opposed to present-day liquid fuels possessing incredible energies. The pertinent physical principles, the significant advances, and

(Concluded on page 8)

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Audio-Visual Aids

(Concluded from page 5)

the most recent accomplishments are woven into a carefully delineated, instructive, and highly dramatic account of man's accomplishments. One of the highlights of the film is a series of views of the earth taken from a V-2 rocket as it ascends. *EXPLORING SPACE* provides a timely opportunity to learn and digest the basic principles of space travel.

EVALUATION: This film is a well organized, powerful presentation of the historical

development of and the principles underlying the modern rocket which so vitally concerns us today.

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New York 17, N. Y.

JAPAN

Sound 16mm. color motion picture, 25 minutes, sale: \$250, rental \$10. Senior High School.

This recently completed film was pro-

duced jointly by the International Film Foundation, Julien Bryan, and the Japan Society of New York. It is the first in Bryan's new series of adult-level films on world affairs. The introduction shows the mountains and the sea which make Japan, and gives a quick glance at old temples and gay religious festivals—all blending somehow with the new modern world of skyscrapers, movie billboards, and heavy traffic. A detailed sequence is built around a farm family in the tiny village of Niike. Here we see the rice harvest, the village elders discussing a momentous project, which concerns the joint buying of a small tractor, and the bright children in the village school preparing the fish for thanksgiving (for their rice harvest) dinner.

The many rounds of the fisherman's life include building the simple wooden boats, repairing the nets, launching the boats in the open surf and then locating the fish by sonar, a modern electronic sounding device.

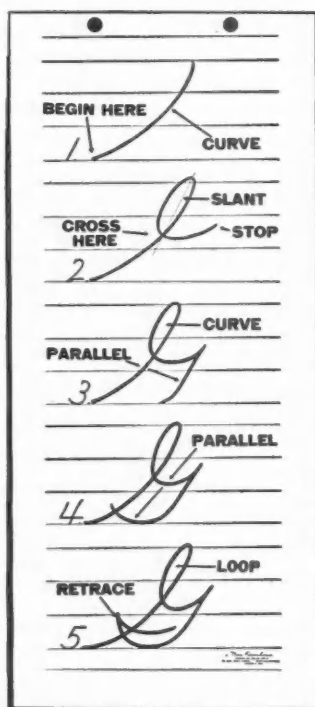
A glance at Japanese industry includes a visit to a silk factory in Osaka, the importing of raw cotton from America, an IBM plant completely manned by Japanese technicians, a small camera and lens factory, and the heavy industry in a great steel plant making 300 diesel engine buses for Santiago, Chile, as well as the shipyards at Nagasaki building 50,000 ton tankers.

Throughout the film a number of attractive young men and women—on the farm, in the factories, in the television studios—are seen. At the end they appear again as the hope and future of their country. Julien Bryan supplies the narration which weaves the whole film together most pleasantly.

History of Music in Picture and Story

What and whence is music and what has the Church done for music? These questions are to be answered for children in a ten-part, picture-story of music to be featured in the popular Catholic comic-form *Treasure Chest* during the present school year. *Treasure Chest* is published every two weeks during the school year by George A. Pflaum, Publisher, Inc.

The series by author Sydney Walter and illustrator Syl Sowinski begins by illustrating the difference between noise and music and presenting the components of music—rhythm, melody, and harmony. It then describes the prowess of King David as a musician, the Psalms, and early Church music, the troubadours, American folk music, and the history of such well-known works as those of Mozart, Beethoven, and Wagner, and finally discusses modern classics and even jazz.



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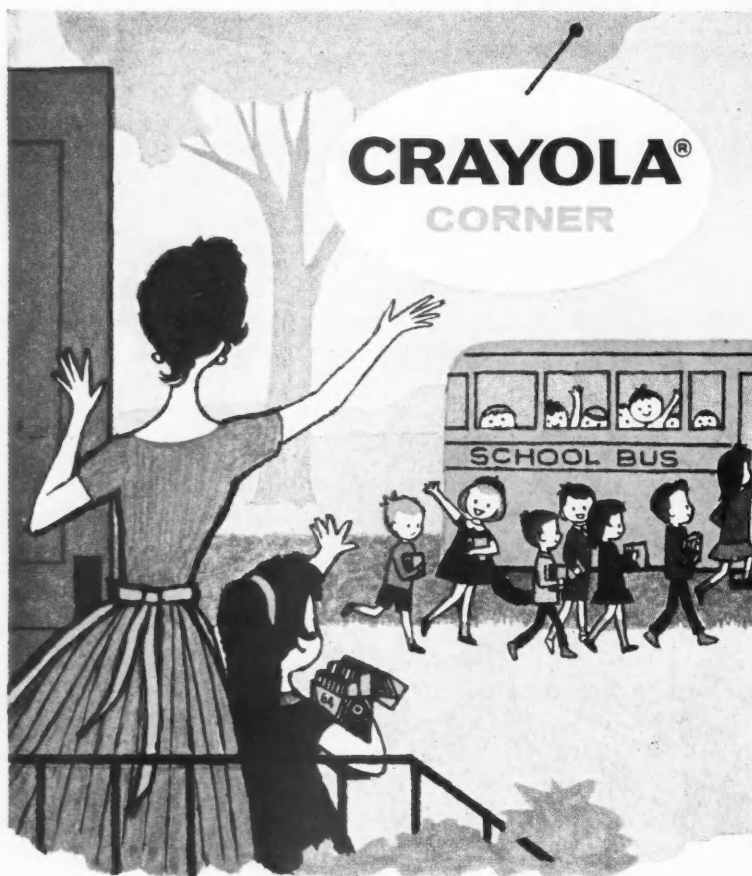
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New Books of Value to Teachers

Sheffler, Israel, ed. *Modern Readings: Philosophy and Education*

Allyn and Bacon, Boston, 1958.

This book is a series of 16 extended readings edited by Israel Sheffler, a lecturer at Harvard who contributes an introduction on "Philosophical Analysis and Education," and comments on each of the 6 sections of the book in (1) Concepts of Education, (2) Morals and Education, (3) Intellect and Skill, (4) Scientific Method and Education, (5) Educational Center, and (6) American Education.

The book differs essentially from other books of readings by virtue of the extended length of the readings in contrast with shorter selections and the small number.

The editor's purpose is thus stated: "The aim of this book is to present current philosophical methods in application to educational problems. It does not purport to provide another system of educational doctrine, nor to set forth another comparison of such systems. It is not intended to yield a practical program for the guidance of schools. Rather, it focuses attention on underlying conceptual problems which confront those who would understand what education is, how it is best talked about and what sorts of reasoning are appropriate in educational contexts."—E. A. F.

UNESCO Selections, John Amos Comenius

Intro. by Jean Piaget. UNESCO, Paris, 1957.

This is a series of excerpts from certain of the works of Comenius, "to celebrate the third centenary of the publication in Amsterdam of his *Opera Didactica Omnia*. UNESCO is paying tribute to Comenius as "one of the first men to propagate the ideas which UNESCO took for its guidance at the time of its establishment." The selections are not comprehensive enough to reveal adequately Comenius' ideas, especially his educational ideas. The special interest is in the reproduction of excerpts from the *Pampaedia* and the *Panorthosia* which are parts of the *General Consultation in the Reform of Human Affairs* planned in outline after the 30 Years' War and "rediscovered" only at the beginning of World War II. This is only available in Czech (1948) and the Latin original has not yet been published. The introduction by Jean Piaget, the head of the International Bureau of Education is an excellent illustration of his first sentence: "Nothing is easier, or more dangerous than to treat an author of three hundred years ago as modern and claim to find in him the origins of contemporary or recent trends of thought." The fact the "General Consultation" was not published and was rediscovered only after World War II, indicates its lack of influence. However the document throws further light on Comenius' pansophic ideas.—E. A. F.

The Christmas Crib

By Nesta de Robeck. Cloth, 119 pp., illus. \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1956.

A summary of available data on the history of cribs from gospel times to the present with 72 reproductions of photographs.

(Continued on page 110)

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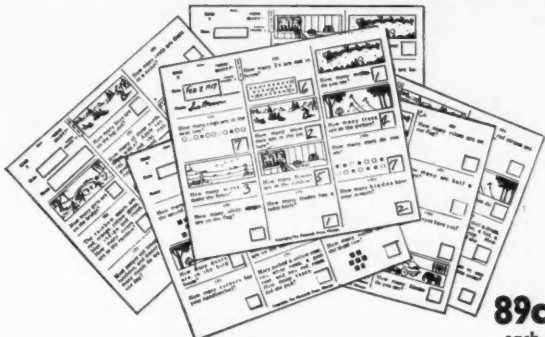
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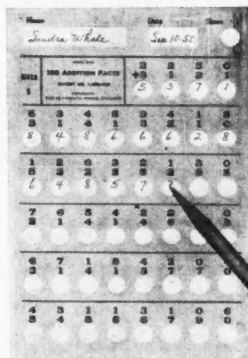
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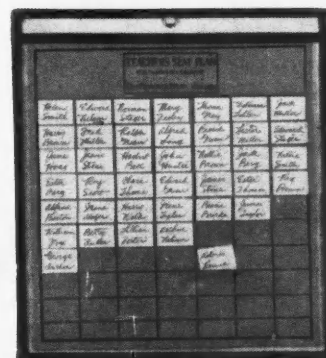
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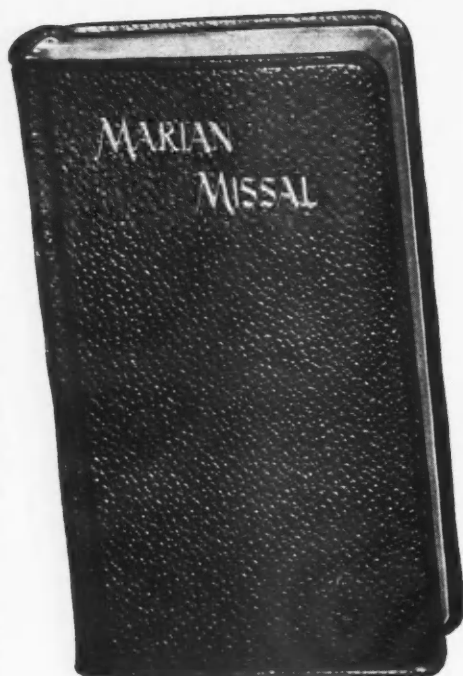
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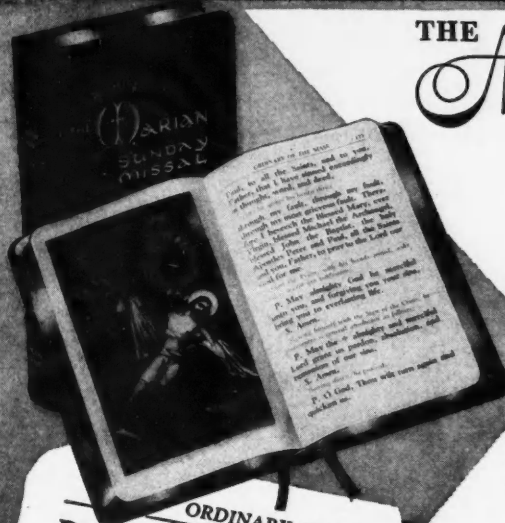
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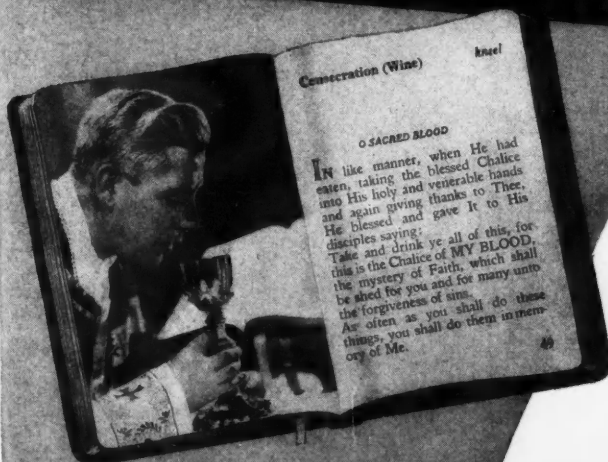
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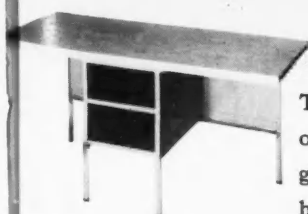
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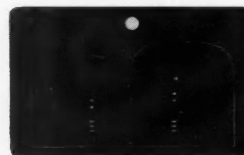
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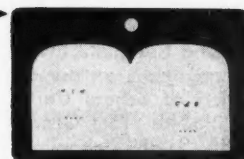
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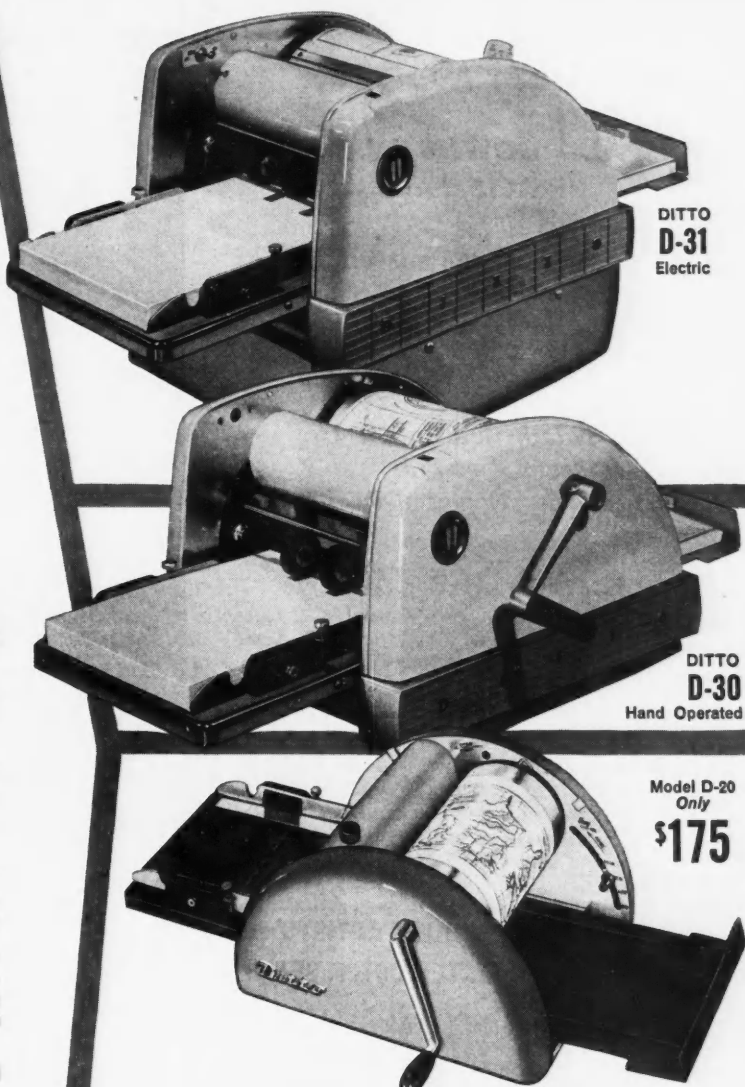
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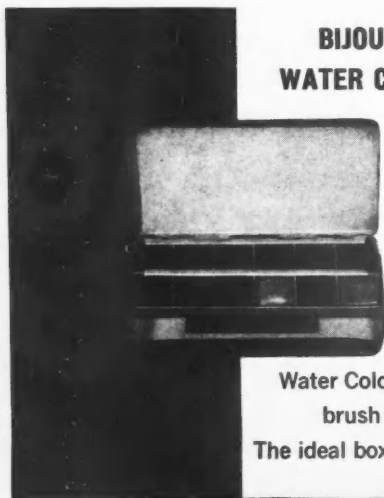
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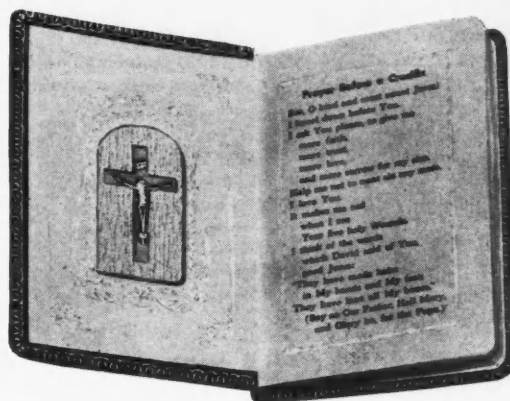
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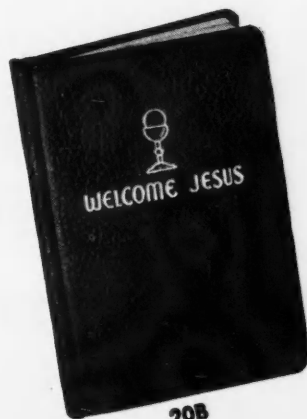
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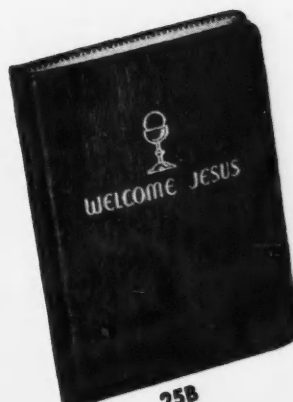
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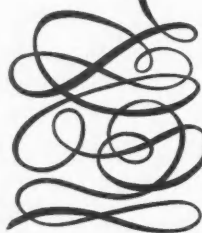


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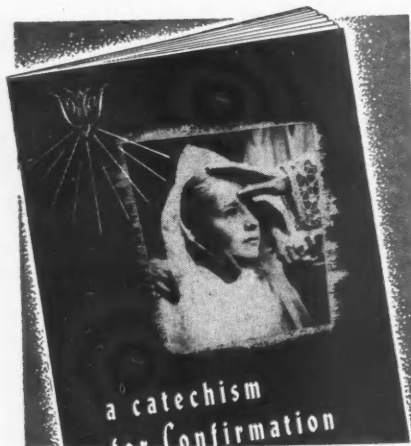
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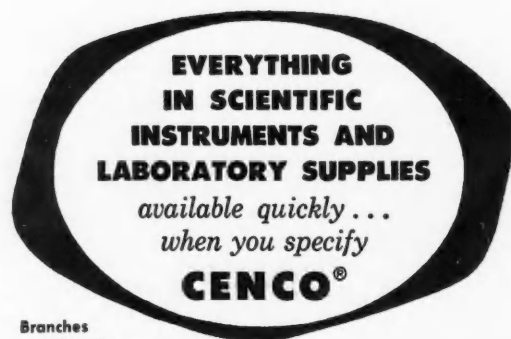
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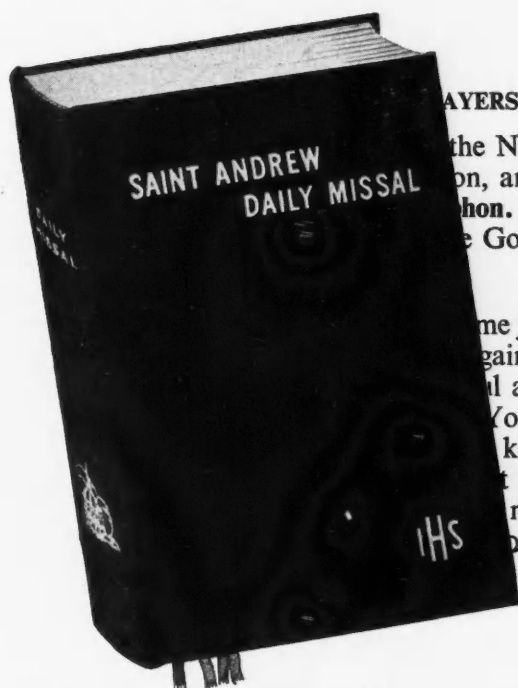
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TAKE THIS CHILD and make him GROW

These are trying days of overcrowded classrooms and ever increasing activities for teachers harassed by fears and weary with continued effort. It is difficult to teach children under the most favorable circumstances, but what can be accomplished when the group numbers 45 and more?

The teacher spends long hours in preparation for her class and uses every means at her disposal to make the lesson interesting. Then, as she faces her audience, she sees these eager pupils each holding a copy of the required textbook, each valiantly struggling with his valiant teacher to follow the given procedure. Her presentation is well done; application of pedagogical principles is correctly made; she follows the lesson with well-planned reviews and then . . . she discovers that many have not achieved the objectives she had set for herself. Is there no solution to her repeated failures?

Forty-Five Individuals

Let us look at her class, not indeed, with the eyes of the teacher, but rather with the eyes of the Master Teacher. This is not merely a classroom with 45 desks, each desk having one occupant. It is a class of 45 children, each child an individual, each created by the Divine Arti-

Sister M. Catherine, S.S.N.D.

School Sisters of Notre Dame
Madison, Wis.

ficer. Forty-five human beings differing one from another as leaf differs from leaf. They are so very different, not only in the color of their hair and eyes, not only in the height and weight of their bodies, but different in personality, different in mental endowment, and different in spiritual stature. One of the most important factors that makes for greater success in the art of teaching is the recognition of these individual differences.

This term "individual difference" is one which is now so freely spoken and yet so often not fully interpreted. It needs to be well understood and carefully considered. When its meaning is realized, the classroom teacher may find a solution to many of her problems.

The physical differences in children play a major part in their training, because they influence the learning capacity. Forty-five children, means 45 stages of physical growth. The average class on every level shows a range of chronological ages of

about 24 months and children on the elementary level grow perceptibly in a period of two months. One has but to consider the great change that is seen when the class returns to school for the opening of the fall term. The solicitous mother laments that her child has outgrown all his last year's clothes. Hence, one finds a great variety of muscular co-ordination, nerve response, and bone development in a group of children. The process of growth explains much of the restlessness among some children, the lethargy of others, and the normal activity of the average group.

How Good Are His Eyes?

This picture of his physical growth is not complete without an understanding of his powers of sight. The school of today provides an efficient program of eye testing, but this merely indicates whether the child needs glasses; it does not determine the amount of visual acuity that a child may or may not have developed. Intermediate and upper grade teachers are sometimes poorly informed on these matters and the child is accused of carelessness when in reality his mistakes are due to the want of muscular co-ordination of the eyes, or lack of power to discriminate likes and unlikes. An illustration of this

is clearly seen when he is reading such small words as "cat" and "eat," in which his eye does not detect the one small line which makes an "e" of a "c," or in words as "hot" and "not," in which the extended line of the "h" is the only distinction between the two words or syllables. It is true this seems to be a primary matter, but to the child who fails in the intermediate grades it takes on the nature of a great difficulty. He may read "charter" for "character" because he lacks training in visual discrimination.

This lack of development is seen very plainly in the daily penmanship class where the child fails to see that the cursive l, h, and k are taller than the t, d, and p. A deficiency of this type may not always be attributed to the lack of training in the previous grades. It is more often caused by the slower growth of the muscles in one child than in the other. We are dealing here with a case of physical immaturity and however forcefully we may seek to uphold our so-called "standards" the fact still remains that the child has no control over his physical maturation.

Behavior problems arise which often baffle the teacher. The farsighted child becomes more easily irritable and careless when he is asked to do work at his desk for a long period of time. Frequently he seeks to rest his eyes by gazing out of the window, which act in turn is often misinterpreted by his teacher. The nearsighted child becomes restless and inattentive when the material presented to him is too far away. Being human beings, their minds must, by their very nature continue to function, and since the work assigned them causes them physical annoyance, they will seek to amuse themselves with other things.

Is His Hearing Perfect?

Under this same study of the child's physical development we must consider his power of hearing. Spelling failures become such because they lack the ear training necessary to distinguish the difference between finer sounds, and no matter how successful a method of phonetic training they may have had, the fact still remains that, because of physical handicaps, they did not respond as well as the other children of the class.

Is He Nervous?

The nervous system has much to do with the child's behavior and with his learning experiences. A lack of thyroid secretion as well as a hyperthyroid condition prevents a child from learning on every level of his school life. He is not responsible for the strain and stress that

he meets in the environment of his home, and yet, the teacher is unsympathetic because of her lack of understanding in this matter. Many words are spoken about the child of the broken home, the child of the hypertensioned parent, but no provision is made for this same child in a differentiated program of the classroom. Forty-five children means 45 environments, and 45 nervous systems means 45 individual interpretations on the part of the teacher, for each body has been created

the entire group of 45 to the same intensity of learning situations? Can a teacher assign the twenty problems on page 77 to the entire class and expect that each child achieve a satisfactory grade? Is it right that the entire class read the eighth grade history assignment, outline it, and interpret it, when the same class shows a record of achievement ranging from grade five to grade eleven? Is a uniform test in geography given to these same children fair procedure? The child's individual endowment was not made by its Creator to fit into a mold that is fashioned for all children of the same chronological age.

LIFE

From all eternity
In God's mind.

In time
Baptism's life
Grows and glows
In Holy Spirit's
Strength.

Eucharistic feast
Nourishes soul
Washed
In penance's font.

Fresh from holy oils
Back home again
At God's throne.

— SISTER M. VENANTIA, C.P.P.S.

St. Elizabeth Academy
St. Louis 18, Mo.

by God, with all its muscular activity, with all its powers of sensation. It is true that the strength of his self-control is the result of the individual child's response to training, but if he does not possess this strength it is the duty of his respective teacher to use all her knowledge of his physical and emotional nature to help him develop it to advantage in his advancement from grade to grade.

Stars Are Bright and Less Bright

Testing programs have given us ways and means of determining the intelligence of the child. Precious time is spent in the administration of these tests which are purchased at great expense. The results are in the hands of each classroom teacher. She knows that her 45 pupils show a range from the superior to the low-normal. Each mind has its own powers or limitations and although it must be admitted that these tests are not infallible we do know that they help us in determining the learning capacity of each individual child. Each individual child! This means that each learns rapidly or at average rate or more slowly. Then we must conclude that the ability of each individual will determine the kind of work he can master. Is it just, then, to expose

Environments Differ Widely

Even when dealing with children who have a closer range of intelligence we cannot overlook the fact that their experiences differ widely. Each individual child brings with him a greater or lesser wealth of knowledge, gleaned from his out-of-school life. These may be understandings resulting from wide reading, extensive travel, or the influence of educated parents. On the other hand, a child may have limited experience due to his dislike for reading, or his lack of opportunity to leave the narrow confines of his home town or the illiteracy of his home environment. The attitudes of the former will be very favorable and conducive to learning whereas the child of lesser advantages will tend to withdraw into his own small sphere of interests and never fulfill the great things he might have gained had adequate provision been made for him. If he achieves at all he will do it without the happiness that comes from effort made with a good will.

Make Him Grow

The teacher standing before her class must recognize each individual child. Christ, the Master Teacher, has made each one and knows the limitations of each. He has destined each to live a Christlike life in the society of men. The individual characteristics—physical, mental, and spiritual—are known to Him. He expects the child to use what he has, to attain his final goal. It is for us religious teachers to "take that child and make him grow." We must take him as he is, not as we would like him to be. We must impart to him a sense of great responsibility to the God Who made him. He must learn to use the ability that he has; he must be taught to do what he can do, well; he must co-operate with the grace of God that is within him and in this way fulfill the will of God in all things.

Should LAY Teachers Teach Religion?

YES, says Msgr. Carl J. Ryan

An item appeared in a Catholic paper some time ago which told of a workshop for the lay teachers in a diocesan elementary school system. The article stated that since the Sisters taught religion, this subject was not considered in the workshop. This is a question around which there can undoubtedly be a difference of opinion. I shall endeavor to state the case for the lay teacher teaching her own class in religion. I use the word "her" because I shall deal only with the elementary school, where the overwhelming majority of teachers are women, either Sisters or lay women. On the elementary level, one teacher ordinarily teaches all the subjects in her grade, although an exception might be made in the case of religion.

Religion Is for All

In asserting that the lay teacher should teach her own class in religion, I naturally assume she is competent so far as her knowledge of her religion is concerned. What constitutes competence may be debatable. It seems to me, however, that a teacher who has gone through a Catholic elementary school, a Catholic high school, and a Catholic college, and has the ordinary eight credits in religion on the college level, should be prepared adequately so far as knowledge is concerned. On the other hand, some teachers who have not had this much Catholic schooling may make up for it by independent study and reading.

Let us first look at the problem from the point of view of the child. The child is taught that religion is something for everyone, not merely for religious. When his lay teacher, who teaches him all the other subjects, is replaced by a Sister for the religion period, the inference is bound to be made, ever so subtly, that religion is something less applicable to lay persons than to religious.

The child, as well as the adult, naturally

Rt. Rev. Msgr. Carl J. Ryan, Ph.D.

Member of the Faculties of
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Diocesan Supt. of Schools

expects priests, Brothers, and Sisters to be religious. When, however, he finds that his lay teacher can teach religion as well as arithmetic, he is more easily convinced that religion is something for everyone, not only for religious.

The child, like the lay teacher, is living in the "world" not in a convent, and the majority will continue to do so as adults. When a person living in the "world" speaks to him of virtue and character perfection, it is bound to make an impression because here is one who is closer to the kind of life he is living.

Neither Pope Pius XI in his encyclical on The Christian Education of Youth, nor any author of my acquaintance, has ever defined a Catholic school as one taught only by religious, yet this is the impression many Catholic people have. "If my child is going to have a lay teacher, I might as well send him to a public school" is a not infrequently heard statement of Catholic parents. Don't we help create this impression that a Catholic school is somewhat less a Catholic school when we employ lay teachers, when in the religion period we substitute a Sister for the lay teacher? On the other hand what better evidence could we offer that we are not weakening our Catholic schools by employing competent lay teachers, when we put the lay teacher in charge of religion, as well as the other subjects? If we expect parents to teach religion in the home, what is incongruous in having lay teachers, many of whom are parents, teach religion in the school?

More Workers Needed

In these days when we hear so much of Catholic Action, and the need for sanctification of the laity, it might be well to recall the words of Pope Pius XI in his encyclical on The Christian Education of Youth:

"Indeed it fills Our soul with consolation and gratitude towards the Divine Goodness to see, side by side with religious men and women engaged in teaching, such a large number of excellent lay teachers who, for their greater spiritual advancement, are often grouped in special sodalities and associations, which are worthy of praise and encouragement as most excellent and powerful auxiliaries of 'Catholic Action.' All these labor unselfishly with zeal and perseverance in what St. Gregory Nazianzen calls 'the art of arts and the science of sciences,' the direction and formation of youth. Of them also it may be said in the words of the Divine Master: 'The harvest indeed is great, but the laborers few.' Let us then pray the Lord of the harvest to send more such workers into the field of Christian education; and let their formation be one of the principal concerns of the pastors of souls and of the superiors of religious orders."

It is true the Holy Father is not speaking specifically of the lay teacher teaching religion. He does speak, however, of their need for "greater spiritual advancement." Surely the teaching of religion does contribute to the spiritual advancement of the teacher herself, as seen from the testimony of some lay teachers given below.

Lay Teachers Are Competent

Let us now look at the problem from the lay teacher's point of view. Here I shall let some lay teachers speak for themselves. The following are some excerpts from lay teachers in response to my

(Concluded on next page)

Lay teachers give their reasons for teaching religion . . .

inquiry as to their views on the lay teacher teaching religion.

"When I began as a lay teacher in the parochial schools, I felt that religion should be taught by the Sisters. I thought the children would absorb more listening to a Nun. I felt the lay teacher would be too much like mother talking.

"During my first three years, I exchanged classes with a Sister. Then it was decided that the lay teacher teach her own religion. I have been doing this for the past five years. I find it a joy for many reasons. First—it brings me, the teacher, closer to God. Second—because it is the first lesson of the day, I find many opportunities to correlate it with other lessons as we go through the day. In this way, the children, too, are brought closer to God."

* * *

"I personally think I am a better teacher because of teaching my own religion. This necessitates study and preparation on my own part, which leads to areas, which I would not otherwise penetrate."

* * *

"I can recall one big effect that teach-

ing religion has in my life and that was in the first year I taught. Lent of 1935 was the very first season I completed the entire season without candy. It seemed to me I could not ask others to do what I could not do myself."

"Between my single years of teaching and now my married years I have matured a little. I have always taught my own religion. When I was asked if I could teach my own religion, I recall saying that if I couldn't I might as well go to the public schools. I wanted to teach it, I felt I had things to say. I might be presumptuous. Yet I have the word of Christ about his grace being sufficient; I accept it and trust in His Gifts of Grace, with this prayer: 'Dear God, another day! What are they going to learn today? I cannot do it unless *You* help.'"

Now let us have the testimony of two principals of schools in which lay teachers teach their own religion class.

"The lay teacher who is a zealous and sincere teacher of religion is truly an asset to the Catholic school system, for the students hear from one who is living in the world and in direct contact with it, the same ideals and truths of faith which

the Sisters who had been their teachers in other years, had presented to them. They, the children, begin to realize in a new and convincing way that living the truths which they profess can be done and is done by ordinary people, not only by those who are called to live apart from the world as is the Sister, the Brother, the priest.

"Religion in the morning has always been to me like a postlude to morning meditation, and I am convinced that a lay person, too, must necessarily come closer to Christ as a result of having made Him known to others. As one teaches others, one naturally is brought face to face with one's own faults and the words, 'Physician, heal thyself!' seem to point accusing fingers which cannot be ignored. Hence, the teacher of religion is daily examining her own conduct while teaching others.

"There is an old saying to the effect that one really knows a subject only after he has taught it to others, and I think that religion is no exception. However, for religion I would change it slightly to, 'It is much easier to live your faith when you are at the same time leading others to live it.'"

* * *



A Nativity scene was erected on the Capitol grounds at Phoenix, Ariz., by the Civics Club of St. Mary's Elementary School. The Governor, shown in the foreground spoke at the unveiling ceremonies. Fatima choristers sang Christmas carols. Sisters of the Most Precious Blood are the teachers.

"When I came to Holy Family, the first request I received from our lay teachers was to let them teach their own religion. After I had become acquainted with their classroom procedures and work, I did not hesitate to grant this permission.

"Religion has been a focal point in my observations. I find that the children coming from the classes of our lay teachers are well prepared.

"We are fortunate here at Holy Family to have four lay teachers with a thoroughly Catholic background.

"We are constantly reminded that the need of the day is good lay religious leadership. Where can it better be found than in the ranks of our lay teachers who are constantly in a position to give and to inspire?

"A lay teacher who is capable of giving her own religion should be permitted to do so. She has a better mental attitude towards her work, experiences a feeling of success, and a sense of belonging. The result—a healthy faculty spirit. The responsibility of teaching her own religion gives the lay teacher a consciousness of the necessity for professional growth. This has been evidenced by our lay teachers taking courses in religion."

A REPORT ON EFLA:

The Educational Film Library Assn.

The theme of the 1958 conference was "EFLA's Crystal Ball—A Look at the Past, the Present, and the Future." From the clever cartoons in the mimeographed program to the final session of the July 25-27 convention, many, indeed, were the impressive and informative audio-visual presentations available to the EFLA registrants.

Throughout the conference ample opportunity was provided for actual screening and evaluation of new and otherwise appropriate films and other audio-visual materials. In keeping with a belief in the power of these sensory learning tools, most of the program participants appropriately utilized these powerful aids for communication in an attempt to get their message across.

Another very helpful aspect of each session provided ample opportunity for questions and discussion from the group as a whole. In this way all persons present had a chance to secure information and reactions concerning any problem unique to their particular situations.

Libraries and AV Directors

Representatives of university and other libraries as well as audio-visual directors had special sessions at which their particular problems were threshed out. Included here were such topics as: Film Programs to Bring New Patrons to the Public Library; Film Libraries Serve Industry; Current and Future Status of AV Courses in Library Schools; Practical Problems of the Film Librarian and Audio-Visual Director.

Religious AV Aids

One session devoted to answering the question, "How can EFLA and its members work with the specialized AV groups for mutual benefit?" had three concurrent meetings in the areas of (1) Health and Medicine, (2) Church, and (3) Industry.

The writer who was a participant in the

Ella Callista Clark, Ph.D.

Editorial Consultant for
Audio-Visual Aids

section dealing with religion found that discussion helpful in pointing up the major aspects of the use of AV tools by various religious groups. One of the major problems which confronts us here has to do with dissemination of information not only on what religious AV aids are available but even more important how these powerful tools can be used most effectively. Toward this end well-planned Church communication workshops seem to be especially successful. Several deeply interested non-Catholic workers in the religious field explained how they frequently conduct successful AV religious workshops. Although they obviously include projected materials also, they indicated that one of the first activities they encourage is the building of a good collection of flat pictures telling the stories of the Bible and explaining points of church doctrine. With these attractive pictures it is possible to design effective bulletin boards or striking felt-board presentations which, if well used, can make a powerful impact on the human mind. This fall they are holding a several-day workshop on a national level, and apparently many persons will be registered for this pooling of successful experiences.

Unfortunately, Catholic groups lag in this field. However, some steps are being taken, if slowly, to remedy the situation. Doing yeoman service in this regard is the Catholic Audio-Visual Education Association (CAVE) which is making a valuable, much needed, and greatly appreciated contribution to Catholic education. For example, as noted in the report of CAVE's annual convention (CATHOLIC SCHOOL JOURNAL, April, 1958), overflow crowds took advantage of the excellent AV demonstra-

tions presented at the April Philadelphia meeting.

Moreover, diocesan superintendents and others recognizing the huge potential of AV aids in Catholic education are taking the initiative in providing practical opportunities for teachers in Catholic schools to know and use effectively the many AV aids to learning.

As an illustration, in some diocesan teachers' conventions this fall special provision is being made to acquaint teachers with AV aids for the teaching of religion. In one such convention program, the entire membership will hear a presentation on what religious AV aids are available with demonstrations of their effective use in classrooms. Considering the extreme difficulty of getting children to understand the basic religious concepts, such a meeting should provide very practical answers to some of the teacher's most trying teaching problems.

In addition, reports indicate that plans are in the making for some Catholic AV workshops in the very near future. So it appears that some promising advances in the effective utilization of AV aids in Catholic education are under way at this very opportune time as an increasing number of promising Catholic materials are appearing on the market. Appropriate use of these for permanent learning certainly presents a powerful challenge to all of us who are interested in imparting a clear understanding of basic Catholic beliefs. The St. John's sound filmstrips reviewed elsewhere in this issue are just one illustration of such materials.

AV Aids to Stimulate the Gifted

In keeping with current interest in providing optimum learning opportunities for the "Gifted Child," one sectional meeting showed how projected materials, radio, and television are being used to spur the gifted on to maximum achievement.

(Concluded on next page)

The Overhead Projector

In the do-it-yourself vein a well-planned, practical workshop demonstration of production of AV materials showed exactly how to make many kinds of nonphotographic slides and transparencies, most of which were for use with the overhead projectors with openings up to 10 by 10 inches. In this connection it was also interesting to note the increasing emphasis which the splendid exhibit of the National Audio-Visual Association, meeting concurrently, placed upon the use of the overhead projector. Available at several booths were not only projectors, but also equipment for quickly reproducing for projection many types of opaque materials such as a page from a book, a map, or a diagram. Besides, the projectors shown can, as a rule, be used not only to project the materials reproduced from opaque print and picture, but attachments are available to accommodate 2 by 2 and 3¼ by 4 inch slides. Plastic rolls and sheets, frames for transparencies, pencils, plastic ink in six colors, ruling pens, brushes, and tape are available

commercially for those who wish to make their own AV "communicators" to clarify their presentations. It would seem that an increasing amount of commercially prepared materials for use with the overhead projector soon will be on the market.

NAVA'S Exhibit

N.A.V.A.'s vast exhibit manned by unusually courteous and helpful personnel again, this year, proved to be an "open sesame" for EFLA visitors interested in up-dating on what's new in the audio-visual field.

Radio and Television

Sunday morning's session, "Kinescopes on Trial," summarized the many films and tapes originally made for radio and TV and now available for classroom projection from such sources as the National Educational Television and Radio Center at Ann Arbor, Mich. Similarly, kinescopes of outstanding commercial TV productions such as Ed Murrow's "See it Now" programs, Omnibus, and Dr. Baxter's Shake-

speare's series are available for educational use.

In this session, discussion again underlined, as does the Holy Father's September, 1957, encyclical, the extreme importance of TV in our lives today and our responsibility in guiding its use into desirable channels.

EFLA's final business session was sparked by an interesting innovation. During the three-day convention a roving photographer armed with a Polaroid camera managed to secure some unique "shots" of persons and events. Projected at the final meeting Sunday morning, these presented an interesting summary of the high-spots, and also provided a few surprises to unsuspecting individuals who had been too engrossed in other activities to be aware of the "shutter bug's" presence.

All in all, EFLA's fifteenth "birthday celebration" proved very successful and President Erwin Welke and administrative Director Emily Jones as well as all others who shouldered convention responsibilities are to be congratulated on the satisfying results.

Using Audio-Visual Aids Effectively

Slide Studies Teach Use of Microscope to Large Science Classes

By slide studies is meant a detailed use of those slides associated with microscopic work in biology or general science. Large classes are those that number from 45 to 50 pupils. It is hoped there will be no further increase; it is known that there will be no diminution. This article describes a solution of one of the greatest problems the teacher of the living sciences must meet in an attempt to correlate her classroom discussions with the satisfaction the student will get from seeing that what has been presented in these is really true.

Why There Is a Problem

No one needs to have taught biology or general science very long before she will have had an experience similar to this. After some preliminary lessons on

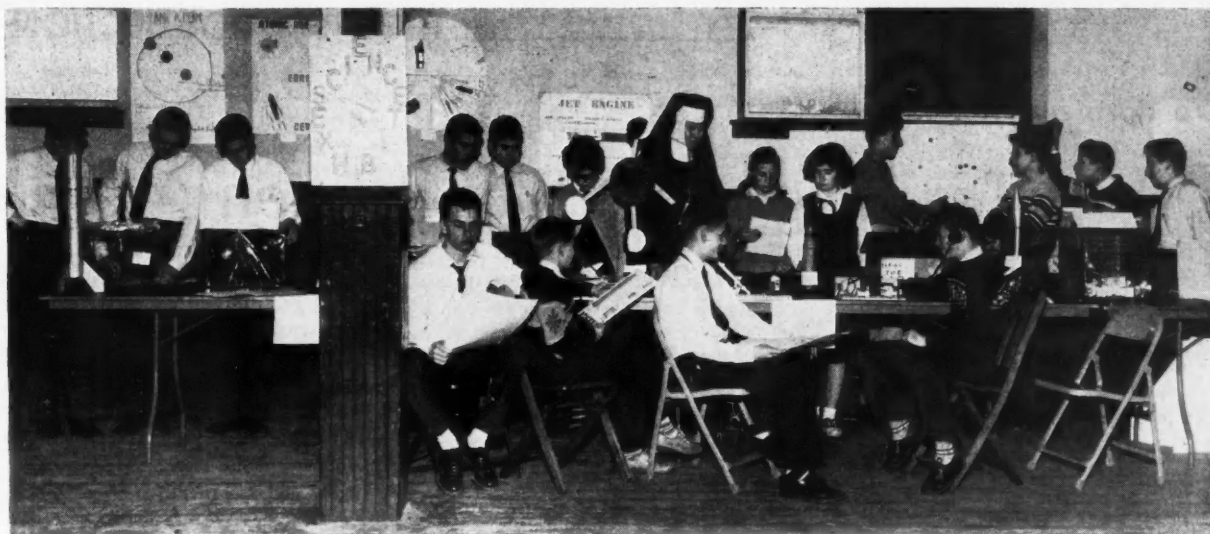
Sister Catharine Virginia, S.N.D.deN., M.S.

Notre Dame High School
Moylan, Rose Valley, Pa.

the use of the microscope, the time finally comes at which the classwork will involve the use of real slides. The child carefully puts one on the stage of his microscope, follows all the instructions given about focusing, and then there is an excited waving of his hand. This is accompanied by an imploring glance at the teacher to come and share his discovery. It is evident that, by his entrance into the new world of microscopic beings, he shares

something of the joy that must have surged through the heart of Columbus when his lookout sang out "Land Ho!" and he wants to share his triumph with a sympathetic eye.

The teacher moves in his direction and looks in the eyepiece. She is fairly certain, even without looking, that what she will see will be a beautiful specimen of *dust* enlarged to mammoth proportions. The magnification will give it a starlike appearance with streamers of star stuff ramifying in shining strands to the periphery of the field. If she wants to have a bit of fun she can let the student identify all the parts of his fascinating object as cell parts. He will have no difficulty in locating the nucleus, that will be the thickest part of the dust clump; the protoplasmic strands will be threads pro-



Science Exhibit by Grades 7 and 8 at Our Lady of Czeszochowa School, West Warwick, R. I.
The Felician Sisters are the teachers.

jecting from the center, and, the cell wall will, of course be the circular edge of the lens through which the child is looking. The considerate teacher at this point must take care not to deflate her charge's enthusiasm so completely as to produce a distaste for further adventure.

The initial experience of seeing the wrong thing will not be corrected for the entire course by one or a few further instructions. As the course proceeds and one moves from the simpler to somewhat more complicated microscopic studies, mistaken identifications will occur constantly. The teacher who is trying to get the student to distinguish the individual annual rings in a three-year-old maple stem or the cambium and phloem regions of that stem is meeting a major problem. In fact the astonishing things students "see" that either are not on the slides at all or are not what they think they are, are legion.

Why the Problem Should Be Met

For the purpose of this article we shall divide all teachers of the nonphysical sciences into two groups: those who think the course should be watered down until it amounts to a fairy tale about Brer Rabbit and Brer Fox; and the other extreme, those who teach their high school sophomores as if these were doing graduate research for a Ph.D. The former omit all technical terms in class discussions and their laboratory work consists in copying pictures from the text, if one is used, or in cutting out stenciled diagrams from construction paper and stapling them together. The latter go to the other extreme and not only flood their lectures with a

technical vocabulary far beyond the capacity of their listeners but try to crowd into the laboratory schedule dissections that a college teacher might hesitate to attempt. We have had both in our science department and while we pray to be delivered from both, we are extra fervent in our petition to escape the first type.

In following the golden mean we think that a high school student who has had one year of general biology should be able to handle a microscope with a fair degree of proficiency. We think he should be able to bring both the low and high power objectives into focus, but we leave oil immersion studies to those few pupils who want to do special projects after school on their own (and the interested teacher's) free time. Thus in our ordinary class we are faced with the problem of how to teach 25 children at once (we have one scope for each two children), to focus a delicate instrument requiring a fair amount of skill on a slide that costs a good bit of money and bring the proper object in view without damaging the cover slip or mount. We have worked on the problem for years. We are happy in our present solution of it and would like to pass it on.

Preliminary Attempts to Solve the Problem

We thought the solution would lie in securing some means of throwing the slide on the wall or on a screen on a sufficiently large scale that its various features could be pointed out in detail so the child would know what he was

supposed to see. We definitely hoped we could find some means of doing this in a room from which it would not be necessary to exclude all or even most of the light.

In attempting to achieve these two goals we first secured a bioscope. With it we found that if we darkened the room to the blackness of a completely moonless night we were able to throw a fairly detailed enlargement of a slide on a laboratory table on which we had first put a piece of white paper. Six or eight students could crowd around the table at a time and get an explanation of what they were going to see. You can guess what the other 42 were doing in the midnight darkness of the rest of the room. It took practically the entire 90-minute laboratory period to get six different student groups up to the exhibit, give even a short explanation, and answer questions. This meant the slide study had to go to the next period, scheduled a week later, and, by that time the impact of the details had worn thin. We did not feel the bioscope was the answer to our search.

A very generous principal allowed us to invest \$350 in a microprojector with an arc lamp. It was hoped that the superior degree of illumination thus provided would lick the difficulty of darkening the room and that the picture could be thrown on the wall so that the whole class could see it at once. The microprojector worked fine with slides as definitely detailed as corn stems or epidermal cells that had been very carefully stained to bring out special features, but

(Concluded on page 58)

We dare not fail in—

Teaching a LOVE of Religion

We teachers of religion have a problem, one that is both pressing and propelling. We ourselves know Divine Truth; we exult in Divine Love. We yearn to convince our students that they too may possess this Treasure of Truth and feel the impact of Divine Love. And here, too often, we fail.

For the sake of brevity may I express the problem abruptly? Why do not more of our students leave high school with an adequate knowledge of their faith and a burning zeal to spread it? I think the source of the difficulty is: first, our methodology; and second, our failure to harness the illimitable power of prayer.

Root of the Difficulty

A survey of the teaching of religion on the secondary level will show the predominant method to be little more than an analysis of all the phases of Christian doctrine, each one in its turn. Necessarily, the whole of the doctrine is spread out over four years. But is there a relationship of part to whole? Is there a focal point, some captivating and compelling idea that, like a golden thread, will bind the various themes together and make of them a unified whole? In the process of learning, that material which is logically deduced from some central idea is more easily mastered and finds readier response than material which is a disconnected jumble of ideas however beautiful in themselves.

Logically, the study of the parts of anything is gravely unsatisfying if one has no idea of how the whole looks. For a mechanic the parts of his machine take on meaning only as they fit into the whole machine. A jig-saw puzzle is so much less of a puzzle if there is a picture on the box! If our students are left to wander for four years in a maze of parts, can we justly expect them to have gained by some mental magic a unified impression? Religion is an "appreciation" subject. As outcomes we expect the establishment, not only of ideals in the minds of students, but also of vital moral principles in their wills. *We cannot afford to fail.* Therefore every pos-

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Note: This article has received the *Nihil Obstat* of Rt. Rev. Msgr. Thomas J. McHugh, *Censor Librorum*, and the *Imprimatur* of His Excellency Most Rev. Jerome D. Hannan, Bishop of Scranton.

sible human effort must be made to present religion in a way that will "click."

A Solution

Without any lengthy excursion into the byways of pedagogy, most educators will agree that both logical and unified planning is necessary if any content subject is to be mastered. Mastery demands that personal interest be aroused and sustained by the constant development of relationships, functions, and ideas. Parts must be consistently and effectively presented in their real relationship to the desired goal. Yet no series of religion textbooks in use in high school today presents a positive, comprehensive picture of the whole. What we need, I believe, is a synthesis of Christian doctrine.

This is not a completely novel idea, and its edge was sharpened considerably by friendly argument with Rev. Paul M. Baier of the Diocese of Scranton, whose deep interest in the teaching of religion prompted him to write a synthesis of religion entitled *Supernatural Life*.¹ I admire the zealous, apostolic spirit underlying his work, and strongly recommended to present readers the study of the brochure.

The proposed synthesis must spot essentials; it must make use of one, comprehensive, key notion; and it must not be so lengthy as to defeat its own purpose. Such a synthesis should be accompanied by a chart as a visual aid to comprehension. The synthesis should be presented thoroughly at the beginning of

¹Rev. Paul M. Baier, St. Boniface Rectory, Wilkes-Barre, Pa.

each school year and periodically thereafter before detailed instruction on any particular phase of doctrine. The chart should also be consulted frequently so that no part of the precious doctrine will be left dangling in space. Each part will be clearly and consistently related to the whole, thus making the study more intelligible and, by the grace of God, more productive of the spiritual men and women we should like to send out from our schools.

Underlying Principles of Synthesis

Before presenting the synthesis itself, let me state briefly its salient features:

1. The synthesis has as its keynote, its *leitmotif*, the sublime, impenetrable notion of Divine Life.
2. It brings all things into true focus, for it is theocentric. As intimately and as realistically as possible, the student first studies the Divine Life within the Trinity—the eternal processions within the Triune God. He studies the divine attributes as belonging to the divine and indivisible nature of God and therefore possessed equally by the three divine Persons. (How often do we find students who think that omniscience, immensity, omnipotence, etc., are attributes of the Father alone!) Then and only then is he ready to appreciate the necessity for appropriation.
3. The sacred humanity of our Blessed Lord is maintained in proper proportion to His divinity. It is historically, and by the divine plan itself, an instrumental cause of human salvation.
4. The "forgotten Person," the Holy Spirit is seen clearly as He operates here and now, in our own day, as the Principle and Dispenser of the grace won by Christ.
5. The true and real significance of our Lady in modern life is brought out in clear relief against the backdrop of her unique relationship to each Person of the Triune God. She is the daughter of the Father, Mother of the Son, and spouse of the Holy Spirit. She is the mother of all men; and just as she mothered the real Christ, so does she now mother the Mystical Christ, the Church.

6. The synthesis applies to the teaching of religion the traditional pedagogical concept of the learning cycle: stimulation, assimilation, reaction. Because of the unification of subject and goal, the student feels that here is something he can grasp. Motivated by the personal good to be gained, he can diligently apply himself, make his own the precious tenets of sacred science, and direct himself wisely to his eternal Good. An intellect solidly informed by truth makes for a will wisely disposed to good. Once the student comprehends all things "by God, through God, and in God," there will be a more intense self-motivation to do those things necessary to be "with God" forever.

7. Prayer moves mountains. This is the high point of the method of teaching religion here proposed. Used purposefully, the synthesis can cause students to experience for themselves the real comprehension and pure delight to be found in meditation. Repeated reflection on the Divine Life within the Trinity and the manifestation of that same Divine Life "in myself" cannot fail to convince students not only of the necessity, but also of the desirability of the Christian life. What an achievement!

8. For freshmen in particular and teenagers in general, the synthesis should satisfy a need. The teens are a troubled time. Our pre-adults have already advanced to that stage which demands an individualistic, personal pattern of life. Let them but see at once the over-all meaning of life and they will be helped to overcome their fears and complexes. The clarity of the synthesis can lead them out of the morass of doubt and confusion provoked by modern pressures; and its emphasis on the *person* can destroy the pernicious inhibitions of "mass psychology."

9. Further, the all-important problem of youth, the choice of a state in life, is not shunted off to a particular "month," but claims attention periodically. The decision is seen primarily and essentially as an effort to fulfill the Divine Will. Today's desire may be tomorrow's triumph!

10. To the free diffusiveness of the goodness of God is due all that is true and good and beautiful. The student can be led to see that Divine Life in himself is really a participation in Divine Goodness. Therefore he too must in his turn share his goodness with others. What a tremendous, invigorating springboard for Catholic Action!

Description of the Chart

Since all knowledge comes to us through the senses, the synthesis (and indeed the whole religion course) should be visualized. Imagine an attractive and colorful chart divided vertically into two sections, each of which is dominated by the traditional symbol for the Holy Trinity. The left section presents the Divine Life within the Trinity and the external missions or appropriations of each divine Person chronologically arranged. The right section presents the Divine Life "in myself" and plays up the student's personal relationship to each Person of the Trinity. There is an intimate, vivid association of two elements: Divine Life with its diffusiveness, and participation in that Divine Life with all its glorious consequences. The left section of the chart lends itself to study and therefore serves the intellect; the right section is conducive to meditation and should therefore result in true guidance for the will. Moreover, the chart, like the synthesis, accentuates the positive aspect of Divine Life in us because for the student who lives the Christian life fully and generously, sinful pleasure is no pleasure at all. To reach any height one must climb.

The synthesis and the chart are intended neither to supplant nor to supplement the textbook, but rather to vivify and to unify the doctrine. Therefore they can be used conjointly with any theocentric presentation of Christian doctrine. It is highly desirable that the synthesis be memorized after it has been thoroughly studied and grasped.²

The Synthesis A True Story of Divine Love

God is that supreme, infinite Being, all-good, all-holy, all-wise, all-knowing, all-powerful. He is the eternal Spirit about whom we would know very little if He Himself had not told us of His Divine Life. But God, who is Love itself, has told us something of Himself.

There are three divine, distinct, co-equal Persons in one divine nature; in other words, a Blessed Trinity. This is a truth that we will never fully understand, but we can appreciate something of what it means.

From all eternity God the Father knows

²Charts and copies of the synthesis in booklet form with the second part arranged for meditation may be purchased at cost, 20 cents per item. Please address the author at St. Ignatius Convent, 840 Market Street, Kingston, Pa.

Himself. He understands His own Being so perfectly, so completely, that His knowledge becomes a real, separate Person. So from all eternity God the Father is generating God the Son.

Now God the Father beholds God the Son, and God the Son beholds God the Father. Each sees and loves the unspeakable beauty and absolute perfection of the other. Together the Father and the Son breathe forth their intense, mutual love and this love becomes a real, separate Person. We call Him Spirit because He is spirated by the Father and the Son.

This is the life within the Trinity—the eternal, infinite knowing of Divine Truth and the eternal, infinite loving of Divine Goodness. But because God is so good, He willed freely to share His Goodness. With Divine Wisdom He willed to make certain creatures whose destiny it would be to share actually the Divine Life with Himself.

But our human minds are very limited and if we are to understand at all this goodness of God we must use our own feeble terms to express it. So we attribute to each Person of the Trinity a particular work. To the Father, we attribute Creation; to the Son, Redemption; and to the Holy Spirit, Sanctification.

As Creator, God the Father made pure spirits, angels, destined to share His Divine Life. When He tested their love, however, some of the angels remained true and holy, and these were admitted to beatitude. Other angels refused to serve God, and these God punished by condemning them to hell, a place of eternal torment.

God also made another kind of creature, one who is part spirit and part matter—man. But before He made man, He prepared the place where man would live. In six periods of time God created the whole physical universe. When all was ready God made man, and gave him magnificent gifts of soul and body. The first two, Adam and Eve, lived in Paradise where they were completely happy. Unfortunately when God tested their love, they disobeyed Him and lost most of the gifts God had given them. They were driven out of Paradise, their minds were darkened, their wills were weakened, their bodies would war against their souls, and they would suffer pain and death. Moreover all their children would bear the stain of their guilt and the punishment of their sin.

(Concluded on next page)

A message for all high school teachers of religion . . .

This sin of Adam and Eve was a dreadful insult to Divine Majesty, and God would have been perfectly just if He had destroyed our first parents on the spot. But His mercy is so great, He is so understanding, that He pitied Adam and Eve and before they left Paradise, He promised to send a Redeemer, someone who could make up to Divine Justice for the outrage of sin. As God promised this Redeemer He also had in mind a woman through whom the Redeemer would come. The woman is the Blessed Virgin Mary.

Since it was the Divinity which was offended, only Divinity could make satisfaction. But God Himself is the only Divine Being. Therefore, it was the Second Person of the Trinity, God's Son, who became the Redeemer. But it was man who had sinned. Therefore a man should repay. That was why God became man. We call this mystery His Incarnation. Without a human father, He took flesh in the womb of the Blessed Virgin Mary who bore Him and mothered Him while remaining a virgin. Christ stayed on earth for about 33 years to show us that man was really capable of living a Divine Life. He instituted sacraments and laid the foundations of His Church. When He was finished He paid up for Adam's sin and for our sins by dying on the cross. Christ, our Redeemer, was crucified, and as a parting gift to us, He gave us from the cross His own mother who would be our Mother Mary, co-Redemptrix. Three days after His death Christ proved beyond doubt the truth of His mission by rising from the dead. He stayed with His Apostles for forty days, established the Church with its hierarchy, and ascended into heaven. Before our Blessed Lord left, however, He promised that He and His Father would send a Divine Advocate.

Ten days later the Promise was fulfilled and the Advocate, the Holy Spirit, the Third Person of the Holy Trinity, came to earth to begin His Mission to the human race. That mission is the sanctification of all men. Christ had won grace for men; the Holy Spirit is now to dispense that grace. And He accomplishes His mission in a very orderly, definite, almost visible manner—by remaining with the Church, preserving it in truth, defending it against its enemies. He is the vital principle of the Church of Christ and the vital principle of the grace of Christ in us. Through the sacraments the Holy Spirit imparts or increases Divine Life, establishes us in virtue, operates in us by His Gifts, and causes our continual increase in charity. And as He will remain with the Church until the end of time, so will

He remain with each individual soul until it reaches its goal, the Beatific Vision. Our Mother Mary, spouse of the Holy Spirit, who was assumed into heaven, now reigns with Him as Queen of the Universe and Mediatrix of all grace.

Divine Life Within Myself

But the story has another chapter entitled "My Co-operation." May I have a share in Divine Life? Absolutely. God in His infinite goodness is more willing to give Himself to me than I am to receive Him. God made me and from my earliest years showed His special love for me by having me born of Catholic parents. All

THE SISTERS OF ST. GABRIEL'S

In quiet habit that marks their
order—

Golden ring and flowing black
gown—

True to their vows, and abiding
always

With God in heart and spirit and
mind,

From heaven they bring God's
blessings down.

Silhouettes silent in white and sable.
Daily they teach the heavenly rule
Of the Father and Son and the Holy
Spirit,

By living a life that wins our souls—
The Sisters of St. Gabriel's School!

—BARBARA H. KIRSCHBAUM

Reprinted from *The American Bard*
(Los Angeles, Calif.)

that I have of natural gifts, physical or intellectual, I have received from God. At my baptism I was set off on a course that could bring me straight to my goal, the Beatific Vision. All the graces that Christ won for me on the cross were poured into my soul. I took on a Divine likeness. When God looked into my soul He could see there His own divine Son, and nothing pleases Him more. At my baptism too I was given habits, fully formed, so that it would be easy for me to live a Divine Life. I was given faith, hope, charity, prudence, justice, temperance, and fortitude so that I could direct myself to God. I was also given the Gifts of Wisdom, Understanding, Counsel, Knowledge, Fortitude, Piety, and Fear of the Lord so that the Holy Spirit Himself could operate within me. More than that the Holy Spirit dwells in me permanently. If I had died in

my infancy I would have gone straight to heaven without ever having done one thing to merit that blessing.

But now that I have the use of reason. I must use my powers to direct myself willingly along the way marked out by Christ. I must live my Divine Life no matter what my friends do. As a member of Christ's Mystical Body, I must co-operate fully with my pastors who represent Christ to me. I must keep the Commandments. I must avoid sin by keeping myself united to Christ through frequent confession and Holy Communion. I must pray, and especially must I make use of the greatest prayer of all, the Holy Sacrifice of the Mass. I must be mindful of that Holy Spirit who dwells within me. I shall often beg Him to operate in me without me. As I practice virtue and perform acts of mercy, I must remember my relationship to the Most Blessed Virgin Mary. As Christ suffered and died on the cross to open heaven and gain grace for all men, my Mother Mary stood beneath the cross helplessly, but she offered freely all her sufferings as her part in my redemption. It was on Calvary that my Mother Mary became co-Redemptrix. She is the Mother of God, so God will refuse her nothing. She is also Mediatrix of all Grace and my mother; therefore she will refuse me nothing. To her I shall entrust my most important work just now, the choice of my state in life.

Just as God tested the angels, just as He tested Adam and Eve, so is He now testing me. Shall I be faithful? That is a question I must answer for myself. But if I co-operate with God I shall see Him and enjoy Him forever. I shall take my place among the angels in the ranks of my Queen in the heavenly mansion God has prepared for me.

Conclusion

This, then, is the "synthetic" method proposed for correlation with the religion textbook. It is evident, is it not, that the method reaches the "whole man"—the senses through the chart, the intellect through the logical and compressed presentation of doctrine, and the will through prayer. It provides for "individual differences," for each sentence of the synthesis is a kernel of Divine Truth. For some it may remain a kernel (but at least it will be a meaningful kernel); for others it can grow to spiritual heights limited only by their own personal effort.

For us teachers of religion the task is to plant the kernels and to pray that the students themselves will see to the watering. And may God give the increase!

Groundwork for Teaching the Liturgy

Foreword

In our commendable zeal for teaching students how to use the missal don't we sometimes take for granted some fundamental concepts necessary for a true understanding of the liturgy? For example, what significance does sacrificial worship have for Johnny, to whom sacrifice means giving up his lunches in order to save for that Saturday night date? Or does worship actually mean any more to him than "getting on the good side of" God, just as he does with Dad, when occasion demands? As to grace—that is "something to die in the state of." If Johnny's head could be X-rayed for ideas, you would probably find a chaotic picture: shreds of essential truths all jumbled together with some pious practices and rather meaningless obligations. Therefore, what Johnny needs is a solid groundwork, so that he can build his everyday life of interests and activities on a firm foundation of the great spiritual realities. For he must come to realize in this day and age that the spiritual world forms the very basis of our earthly world to give it meaning and direction.

I have tried to lay this groundwork for the Mass out of five fundamental concepts: (1) man and his priestly mediatorship between creation and Creator; (2) the intrinsic meaning of sacrificial worship; (3) the chaotic effects of sin upon the world, and God's great design for the Redemption; (4) the Old Testament as God's own way of preparing man for his part in the Redemption; (5) how that Redemption is accomplished even today by Christ together with Humanity in the mystery-filled renewal of His saving Sacrifice amid this frenzied world of human affairs. Then to aid the integrating of these great truths with daily living, I have offered some practical problems as a wrap-up to each unit. Although a few of the suggestions may appear to encroach upon the field of specific Catholic Action, they should not be deemed unsuitable for the rank and file student. For

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Editor's Note: This study has the *Nihil Obstat* of Rt. Rev. Msgr. J. Gerald Kealy, D.D., and the *Imprimatur* of Samuel Cardinal Stritch, as Archbishop of Chicago.

every Christian has a vocation to some form of Catholic Action, whether it be purely personalist or in some organized group.

There is a further reason why it is so urgent for each student to build in his own mind a solid groundwork of reality, which, if realized in all its inward depths, will give him a firm footing against the assaults of every modern heresy. For how could he help recoiling from the disruptive suggestions of selfish individualism, if he once realized his essential unity with all men, both in Adam and in Christ? Also, in this era gone wild over the glittering superficialities of materialism, the student should come to see how meaningfully he can use God's gifts first in the sacrificial worship of a visible and tangible thank offering. This will orient both him and his possessions in their true relationship to their Creator. So also in these times man's dignity as an inviolable person is being threatened by not only the deified State but also nearer home by the all-powerful Organization or by the Dictatorship of Conformity. Therefore we have the doctrine of the Mystical Body, wherein man can mount to undreamed heights of dignity and true freedom by sharing in the very Sonship of Christ.

Above all now, when secularism is riding rampant over all our thinking, this same groundwork of reality can offer some solid truths with which the student may integrate all his daily problems and activities. For these things are but the material to be used in the Sacrifice of Redemption.

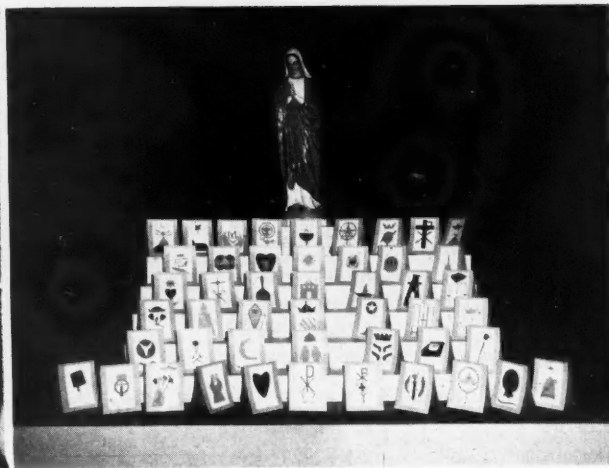
In this every Christian has an integral part, thus to further God's great Plan of restoring order to this world by bringing all things more and more under the headship of Christ.

Granted that these great truths of Catholicity are sublime and difficult to grasp. But are they really harder to comprehend than some of the problems in our mathematics and science textbooks? Ours is an era when man, looking for new frontiers, is bursting the bounds of this earthly globe to explore the vast reaches of outer space. If Johnny too is probing in fiction and cold science the mysteries of interstellar flight, why not let him soar to the heights of God's own revealed truths and there discover things beyond his wildest imagining? Too long have we fed his mind on oversimplified formulas of faith, whereby he built his life in two compartments labeled "Religious Obligations" and "Practical Affairs." So let us not only give him great truths but also show him how these form the basis of a complete reality integrating everything from his secret longings for a spiritual ideal to the coke party at the corner drug store. All this can indeed make a meaningful whole with a soul-satisfying purpose. Then perhaps Johnny will not emerge from his Sunday Mass after having closed his missal with a finality that says: "Good-by, Lord! Now to my own affairs for the rest of the week."

UNIT I — GOD'S PLAN FOR CREATION

Presentation

If you have ever played *Twenty Questions*, you will remember that all material creation can be summed up under three headings: animal, vegetable, and mineral. But you may go still further and say that man includes even in himself all these three categories. That is, all three had a share in forming his body. For instance, this is composed of many minerals; and it has also, in common with the vegetable kingdom, that mysterious power



At Immaculate Junior High School, Durham, N. C., the teachers have devised many ways to interest the students in the Liturgy. The picture on the left shows some of the liturgical symbols displayed by the children and their teacher, Sister Jean Alberta, O.P. To the right are symbols of the titles of Our Lady used in the Litany of Loretto. These symbols were carried in the May procession and placed on the altar of Our Lady as the Litany was recited. The teacher in charge was Sister M. Innocent, O.P. Principal of the school is Sister M. Immaculate, O.P.

which enables it to grow by converting foreign matter into its living substance. As to man's being animal, this is too obvious to demand proof, since he feels and sees and hears by just the same sense powers as any beast. Yet you also know that man has something else that raises him above all material things: his spiritual powers of intelligence and will. Therefore, when God had made the earth and set up a certain order in it, He decreed that man should be the natural head of the whole visible world, "the monarch of all he surveyed." So the Creator intended that this marvelously endowed creature should cause all creation to serve its Maker by his very enjoyment and use of all the bountiful gifts at his disposal.

Such was God's original plan for the universe, when He put man into the paradise of pleasure and said, "... fill the earth and make it yours; take command of the fishes in the sea and all the living things that move on the earth" (Gen. 1:28).¹ This tranquillity of order—all things united under one headship, each subordinate creation subject to a higher—was the way God designed His universe.

In the physics laboratory there is an experiment that graphically illustrates the original hierarchy of creation and how it was affected by man's fall. Take four

nails placed end to end and representing in ascending order the mineral, vegetable, animal, and human kingdoms respectively. Then suspend these nails so arranged under a powerful magnet, which represents God. As a result of the magnetic field, the nails all adhere together, each in its proper place. This illustrates the original state of the world, in which each kingdom remained united with, but subordinate to, the higher one, so that all were a unified whole subservient to man (the topmost nail).

Now remove that top nail from its contact with the magnet. This shows what happened when Adam sinned and thereby sundered his relationship with God. The other nails no longer have any principle of unity because they have lost their connecting link with the magnet. So the whole arrangement falls apart in disorder.

This is precisely what happened to the earth and all its creatures when man sinned and so broke his true relationship with the Creator. The animals are no longer subject to man except by a long process of domestication. The vegetable kingdom grows wild and unruly, or else it withholds its produce altogether, unless forced into some order by man's incessant toil. The mineral kingdom, hidden for the most part in the bowels of the earth, yields its treasures only at the cost of great danger and hardships on the part of individuals. And look at man's own twofold nature. The animal side, instead of

being subservient to his higher faculties, is ever driving him on to gratify his fleshly instincts of sensual indulgence at the expense of his mind. For example, which would you rather do: eat or study; play or work?

All this serves to explain why, after man's departure from God by sin, the whole pattern of the earthly hierarchy became disordered and gave rise to those numerous conflicts that we ourselves experience. These may be summed up in our regard as follows:

1. man in conflict with God
2. man in conflict with his higher, spiritual self
3. man in conflict with other men
4. man in conflict with the animal world
5. man in conflict with the vegetable world
6. man in conflict with the mineral world.

And the cause of this sorry state is simply that all nature had lost its right rulership in man because man had lost his right rulership in God. Yet such governance was the key to the true meaning and order of creation.

Man, originally intended as the connecting link between the Creator and the material world, was to rule it by his intellect and direct all things Godwards by an attitude of true appreciation. This means that man, by giving due thanks for all the good things in which he

¹All quotations from the Old Testament are taken from the translation of Ronald Knox, published by Sheed and Ward. Quotations from the New Testament, unless otherwise noted, are from the Kleist-Lilly Edition, published by Bruce.

abounded, could raise all creation heavenwards, letting the incense of his worship ascend to the Giver of all good gifts. Then the Creator, using material creation as a link of love between Himself and man, could pour down upon the works of His hands a lifegiving benediction. Thus all would have been well with the world.

Problems for Discussion

If you think all that happened so long ago it couldn't possibly matter to you here and now, take a look at your own world today.

1. All material things are God's handiwork, His creatures, not ours. We are only the stewards of His property, allowed to use it as He intended it to be used.

a) Show how He intended you to use such things as the following: automobile, television, telephone, clothing, music, movies, beverages, even narcotics.

b) Show how you can promote the present disorder in creation by using these things to your own ends.

c) What about the disintegrating effect of large scale manufacture for profit only: (1) on those who provide the raw material? (2) on those engaged in production? (3) on those induced to buy the gadgets produced? (4) on nations, in rivalry of production?

d) Discuss the tendency of modern advertising to stimulate—even create—people's needs. How is this done? What is the moral effect?

e) Name some ways in which modern industrialism can be used to good effect.

f) How about the famous "American standard of living"? (1) In what ways does it make it easier for you to fulfill your God-given purpose? (2) Point out some of its disintegrating effects on your family, on society, on yourself.

2. Your own lower nature is in conflict with your higher—i.e., senses and imagination v. reason; emotions v. will.

a) Examine this conflict and analyze just why you act as you do in the following instances: not obeying traffic laws, not doing homework, neglecting housework; your selfish conduct toward members of your own family, in social life, etc.

b) Describe one day in your ordinary life in order to illustrate this quotation from St. Paul: "The impulses of (corrupt) nature and the impulses of the spirit. (i.e. higher nature) are at war with one another; each is clean contrary to the other; and that is why you cannot do all that your will approves" (Gal. 5:16-17, Knox translation).

3. The following Psalm was inspired by the Holy Spirit Himself.

a) How does this prayer enable you to fulfill your intended function as go-between God and created things?

b) Point out the words which act as incense of your worship to the Giver of all this wonderful creation.

c) Quote the words that describe God's original intention for man's place in creation. What specifically are the *glory* and *honor* with which he has been *crowned*?

d) What conclusion does the psalmist draw from all these considerations?

[Here read Psalm 8]

UNIT II — MAN IS STILL PRIEST OF THE MATERIAL WORLD

Presentation

Though man had lost through the fall his undisputed kingship over the material world, he nevertheless kept on receiving much of creation's bounty from a merciful Providence. The rain continued to fall, and the sun's rays warmed the earth to fertility for his bodily sustenance. And even yet his very nature, made up of spiritual powers and a material body, constituted him a priest of the visible world. That is, he was still the *connecting link* between material things and God, who is pure spirit. So it was that even fallen man had still to re-direct all creation Godwards, first by acknowledging with his mind God's supreme ownership and then by paying homage with his body for all the gifts of creation. That is to say, man is composed of a material body as well as a spiritual soul. Therefore his priestly function must be expressed not only by an act of his mind but also by a bodily gesture as a material sign.

There seems to have been implanted in man by the Creator Himself an instinct for paying such visible homage and gratitude to the Deity. Such an act is called *sacrificial worship*. The pages of the Old Testament abound in instances of it. Both Cain and Abel, after their first fruitful harvest, wanted to show their gratitude to the Giver of the good things thus bestowed on them through nature's fruitfulness. So Abel selected an unblemished lamb, the best he had, and totally surrendered it as a sign of his own utter subjection and gratitude to the Almighty. But how could he give a material thing to God, who is a spirit? First, he killed the lamb, to prove his relinquishing of ownership; then he burned it, so that his gift, transformed into smoke, might symbolically ascend toward God as a pleasing fragrance of love and adoration.

In order to show how necessary was

the offerer's real disposition the Bible tells us, on the other hand, that Cain also "brought the Lord an offering out of the crops that the land had given him" (Gen. 4:3). But his gift was not acceptable to God, since it was a mere outward gesture denoting no inward disposition of the mind. For Cain gave only a material object and "kept himself for himself," as St. Augustine well expresses it.

So all through the ages of Old-Testament times we read that men were prompted either by instinct or sometimes by direct revelation to offer sacrifice. For they somehow felt that this very gesture expressed better than mere words their dedication of self and all their belongings to the Lord. Thus they were able to express their acknowledgment of His sovereign power over all creation. Sometimes God gave a sign that He was truly pleased with this homage, as when He sent down a miraculous fire to consume the offering and transform it into "a pleasing fragrance," which would ascend to His divine Majesty. Even, in case of Noe's sacrifice after the deluge, "the Lord, smelling such a scent (of sacrificial worship) as pleased Him," set the rainbow in the sky as a sign of His resolve: "Never again will I send affliction such as this (flood) upon all living creatures" (Gen. 8:21).

This sacrificial attitude toward God's creation permeated the life of His Chosen People, who were taught to look upon all their possessions as His gifts. To them every creature was sacred and hence to be treated with reverence. Food and drink were not primarily the fruit of their own toil but the objects of His bounty. Therefore nothing was ever eaten without having first been blessed, as for instance by this prayer:

We shall bless Him who gave us to partake of his own goods. . .

It is through His goodness that we live. (Bouyer: *Liturgical Piety*, p. 124)

And so it was that, by raising up created things in thank offering to their Source, man made a mighty effort to satisfy his craving for union again with the Divinity. Thus the creature endeavored in his own futile way to restore all creation to its right relationship with God and himself.

Problems for Discussion

1. Do you ever look upon the ordinary things in your life as objects you can figuratively lift up to God in homage and thanksgiving? For instance, how can you do this with your food, clothing, furniture, the TV set, the family car? How would your so doing help to change your

attitude toward these objects, especially if they are not of the quality of the Joneses'?

2. Show how your giving to the Red Cross or the Community Fund can be made a real sacrifice after the pattern of Abel's offering. How could you spoil your sacrifice as Cain did?

3. How could you make even the giving of your time into a true sacrifice? (For what uses? In what spirit?)

4. Most Protestants have no sacrificial worship. They claim it is enough just to "lift up their minds to God." How would you explain the necessity of using material things in worship? Base your answer (1) on reason, (2) on Scripture.

5. Catholic parents often speak of "making a sacrifice" to give their children a Catholic education. Look up the derivation of *sacrifice* and differentiate between

the primary meaning of the word and its use in common speech. How could parents make their "sacrifice" a real act of worship to God?

6. Mass is meant to be *your* sacrificial worship, not just the priest's.

a) What is your material gift?

b) What must this signify on your part? (How does the spirit of Cain often tend to spoil your sacrificial gift?)

c) Why does our Lord say that you must first "be reconciled with your brother" before offering your gift?

d) Why, in the words of the offertory prayer do you tell God you are offering "a *spotless* host"? (Why did Abel offer the best he had?)

7. Point out those prayers in the missal that show *you* are really offering God a sacrifice in worship.

8. After the Consecration we ask God

to look upon our sacrifice as He once regarded the sacrificial offering of Abel, Abraham, and Melchisedech.

a) Look up Abraham's sacrifice in Gen. 22:1-14 and find out what it was he offered and why this was so pleasing to God.

b) Find out about Melchisedech's sacrifice in Gen. 14:18-20, and see why his offering was a long-ago foreshadowing of the Mass.

c) "Melchisedech's priesthood was the sacrifice of all mankind, for man is the priest of creation. . . . Melchisedech's sacrifice could be offered anywhere, by anyone" (Daniélou: *Advent*, p. 55). What does this suggest as to your making sacrificial even your ordinary acts of the day? E.g.?

(To be continued)

Gaining Maturity Through Literature

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"No man can live without pleasure. Therefore a man deprived of the pleasures of the spirit goes over to those of the flesh." St. Thomas made that statement seven centuries ago. It is true today. Pleasure is the great bait that tempts men to be traitors to virtue. If men could be trained to find their pleasures in what is ennobling, the bait would be robbed of its harmfulness. The true and the beautiful satisfy man. Literature is ennobling, true, and beautiful. It also satisfies man.

We Need Literature

Literature teaches man the pleasures of the spirit because it leads man to what is even more noble than itself. Man, because of his weakness, cannot be satisfied by Christ in the tabernacle at every moment in every way. Man must find

other ways to the same end. The arts, and in particular literature, prepare man for his job on earth and contemplation. Art has the power to purify the passions or the emotions. A man who is sincere with himself cannot go back to the cheap artless pocketbook for his pleasures. He cannot enjoy the poorly directed movie or play. He can only go on to a higher, more valuable art form and object. "The more highly developed a man's culture becomes, the more spiritual grows the brilliance of the form which ravishes him," said Jacques Maritain.

Literature Purifies Emotions

As Christians, we have been told to curb our emotions, to bring them into subjection as the rider breaks the bronco. But man cannot have a despotic control over his emotions. He can have only a political sway over them. We are to develop and channel and direct them, but not curb them. The world is often too much with us. We find it difficult, if not impossible, to discharge our emotions upon their proper objects. Sublimation becomes necessary.

In the May, 1955, issue of the *English Journal*, Dr. Ralph D. Rabinovich in his article "Our Adolescents and Their World," stated the need for literature as a teacher of kindness, understanding, and sympathy for others. The author showed how pupils are led to believe that any show of emotion or feeling is effeminate. The scientific age is one of cold-cut facts without feelings or emotions. This is excellent soil for the growth of criminals.

"Tell me what a man likes, and I'll tell you what kind of a man he is." This anonymous statement expresses well the ability to tell emotional maturity. Men who have reached adulthood in age sometimes betray their immaturity by their interest. Beer and baseball are the sole pleasures of some so-called educated people. Eric Gill states this well in his *Beauty Looks After Herself*: "We have already bred, a puppet population which has not only lost all sense of responsibility for the work it does, but no longer desires to regain such responsibility. The intellectual standard has in consequence become exceedingly low. Consider the furniture Mr. Drage lends. Consider the songs which are most popular — the pictures and ornaments. These things are turned out merely to tickle the fancy of an entirely uncritical people."

Provisions are made for the development of the intellect and in many schools for the will, but little consideration is given to the emotions. Man is a perfect whole, and not isolated parts. All religious writers have agreed that a good life is a mortified one. But good taste is mortified taste also, where the stupid, the sentimental, and the irrelevant is eliminated.

A one-act play for high school students

Fun for Nothing

CHARACTERS: Father, John Taylor, middle-aged office worker; Mother, Margaret Taylor, hospitable, vivacious; Joe Taylor, high school senior; Mary Taylor, high school sophomore; Alice Smith, high school junior, an overnight guest; Bill Jones, high school senior, Mary Taylor's date.

SETTING: The Taylors' living room — comfortable, modern simplicity.

TIME: Thursday evening before and after the first football game of the season.

[The curtain opens with Mary, already dressed for the big game, looking out the window with expectancy. Joe enters, looking somewhat disturbed.]

JOE: See you're all set to go.

MARY: Am I ever! With Flaget playing St. X., it's going to be a great game.

JOE: Mm-uh. [A bit distracted as he stands searching through his wallet.] Heh. Mary, got any dough?

MARY: Not a cent, Joe. This is the end of the week and I'm flat.

JOE: O.K. I guess we don't eat tonight and play around after the game. Nice dull evening! [Say slowly, emphatically, weofully.]

MARY: And I'm starved already! I hope Bill . . . There's the doorbell now. You let him in and I'll get Alice and see if Mother can help us out.

[Exit Mary toward the kitchen, and Joe to the front door. Joe and Bill enter talking and laughing.]

BILL: Gosh, Joe, I'm broke, too. Good thing we bought our tickets Monday and that Dad let us use the car tonight. No food, no fun after the game, and the first of the season at that!

[Both sit down and turn on the TV. Enter Mrs. Taylor, Alice, and Mary.]

BILL: Good evening, Mrs. Taylor. Hey! Mary and Alice.

MRS. TAYLOR: Good evening, Bill. I certainly do appreciate your dad's allowing you to take the car. Mr. Taylor had a meeting tonight at St. Mary's, but promised Joe he could use our car the next game.

Sister Virgil Marie, S.L.

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ALICE: I'm glad, too, because I just can't stand buses and besides it takes forever to get out to the Ranch House on one of them.

JOE: There's no Ranch House tonight! It's going to be "home sweet home" and fast. No shekels [as he holds up and dangles his empty wallet in the air].

BILL: Me too! [as he turns his pants pockets inside out].

MRS. TAYLOR: I don't have any money, either, but I have an idea. You better get started now, or you'll miss the first touchdown. We'll see you right after the game — here.

ALL: Here!!!

[Amid much talking and laughter Joe, Bill, Mary, and Alice get their jackets on and leave for the game.]

[Checking the time and thinking aloud Mrs. Taylor stands in the middle of the room.]

MRS. TAYLOR: Let's see. They'll be back around ten. I do wish I could help them have fun at home and not be so completely dependent on outside amusement. [Turns around facing the front door, as she hears a key turn] Why, John, you home so early?

MR. TAYLOR: Had a very short meeting tonight. Father James had to go to the football game. He's an alumnus of St. X. I'm glad I didn't have to go. Too much excitement and noise, noise, noise! [Removes overcoat, hat — stretches out in easy chair.]

MRS. TAYLOR: Why, John, you're not that old! It seems only a few years since we went to every football game of the season. And remember? [Sits down in chair facing Mr. Taylor] the whole crowd of us used to go over to your house after the games and make candy and popcorn.

The girls, the candy; and you boys, the popcorn.

MR. TAYLOR: Yes, Mom used to have everything set up for us when we got back. You know, Marg, that's what youngsters ought to do today. They think that to have a good time a lot of money has to be spent, and I know they don't have any more fun than we had.

MRS. TAYLOR: Well, our crowd is coming home tonight right after the game. No money! Everybody's allowance is gone for the week. It's our chance to introduce them to real fun — at home. You put some of the furniture out of the way, and get the record player all set with their favorites. Have it playing when they come in. [Mrs. Taylor gets up and starts toward the kitchen.] I'll go out to the kitchen and make some barbecued sandwiches. There are cokes on ice, and they can make their own popcorn and candy.

[Mother exits. Father arranges living room, gets records. Here indicate lapse of time — dim lights. Enter Alice, Mary, Joe, and Bill all excited over Flaget's winning the game. Suddenly looks and gestures of surprised amazement spread over their faces.]

JOE: Hi Dad — what's going on here? Party?

MR. TAYLOR: No, just ready to let you take over and enjoy yourselves for a while.

BILL: Food! Smell that barbecue! Even more tempting than all the odors from the Chef or the Ranch House.

MARY & ALICE: We're going to follow our noses. See ya. [Exit Mary and Alice.]

JOE: Come on, Bill, there'll be nothing left if they get there first.

[Exit Joe and Bill. Enter Mrs. Taylor.]

MRS. TAYLOR: They're off to a good start and liking it, too. I told them they could bring the popcorn and candy in here when they had finished making it, so they can dance, too.

MR. TAYLOR: They sound normal. Say, those odors are tempting. Do I get a sandwich, too?

MRS. TAYLOR: You hungry? I'd better get out there and rescue one for you. [Exit hurriedly.]

[Here indicate lapse of time — dim lights. Enter Joe with a huge bowl of freshly made popcorn, Mary with a platter of cooling fudge, Bill with the new popcorn bowls, and Alice with a handful of paper napkins.]

MARY: Have some candy, Dad.

JOE: The popcorn is the best. Have some, Dad.

MR. TAYLOR [taking some of both, he

(Concluded on next page)

Modern Mathematics

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There is, allegedly, a sign along the road in a nearby state: "Pick your rut carefully; you will be in it for the next ten miles." Until recently this could have served as advice for the beginning teacher of mathematics. Mathematics, the same yesterday, today, and tomorrow, offered no problem in "keeping up with the times." After about three years as a beginning teacher one could settle into a comfortable rut and feel just a little sorry for one's colleagues who taught in a changing world.

Almost unobtrusively, a restlessness and dissatisfaction has crept into mathemati-

cians and teachers of mathematics. They were plagued by questions: Are we giving our students the mathematics they will need in this twentieth century? Have parts of our traditional curriculum become obsolete at a time when slide rules, computers, and other machines eliminate time and effort? Is mathematics taught as an integrated logical structure or has it degenerated into what has been called a "bag of tricks"? The outgrowth of this mathematical examination of conscience has been the inauguration of several programs committed to determining necessary curricular revision and to emphasizing the need for a new point of view.

Plans Proposed

The program that may well affect the greatest number of schools with its recommendations is that of the Commission on Mathematics of the College Entrance Examination Board. This is not surprising since the Board is in such close contact with secondary schools and colleges throughout the United States. The Commission was appointed in 1955 and will submit its final, complete report in October, 1958. During these past three years it has issued pamphlets which call attention to the need for revision of the mathematics curriculum for secondary schools together with recommendations of what form the revision should take as well as suggestions as to how a school system may effect such a revision.

In brief, curricular revision is necessary, they feel, because "mathematics is a different subject today than it was a generation ago; its applications are more extensive, and its essential nature is now considered to be entirely different than was the case heretofore." In this, the twentieth century, mathematics serves not only its own needs but also those of "... social science, of technology, of industry. ..." Consequently a revised curriculum calls for new content, but even more basically for a different point of view.

What form should revision take? The Commission does not feel that the existing curriculum should be replaced but rather that it should be modified, modernized, and improved. The spirit underlying the revision should be that of modern mathematics for, with an eye to the future, a modified curriculum must be "truly oriented to present and future needs."

Preparation of Teachers

How may a school effect revision? The superintendent of schools, the Commission stresses, is the key person in the solution

of the problem. He, with the school board, should let his staff know they wish a truly modern program, should provide opportunity for some form of in-service training, and should procure a reference library, not necessarily large. In-service training may take the form of attendance at summer institutes or summer school courses, or arrangements may be made with a college or university to establish an evening or Saturday course or workshop.

The pamphlet *Modernizing the Mathematics Curriculum*, issued by the Commission for superintendents of schools and members of school boards, summarizes in nontechnical language the Commission's recommendations for changes in content material. This program is not nearly as radical as that stemming from the University of Illinois and now being taught at the University High School. Because of its radical nature and because of the continual revision of their program beyond the ninth year, the Illinois group is the target for a great amount of criticism from mathematicians, particularly those concerned with the question of curriculum. An interesting report of this work together with pictures of the "leading spirit" in the program, Max Bebermann, is found in the May, 1958, issue of *Scientific American*. As pointed out in this magazine article, "With financing from the Carnegie Corporation, the Illinois group has produced a complete series of textbooks and teaching manuals and brings teachers to the University for up to a year of observation and indoctrination in its courses." Parenthetically, only the teachers' text for the ninth year may be generally purchased.

New Curriculum Research

The College Entrance Examination Commission will not publish textbooks but it hopes that its reports and pamphlets will generate the writing of new texts following its suggestions. To this end, particularly, the members look to another group, called the "Yale group" because its program has been set up by the mathematics department of Yale University; officially it is the School Mathematics Study Committee. This Committee met in the summer of 1958 for the purpose of reviewing both the present experiments and the whole problem. It is felt that this group will, as did the Physical Science Committee at the Massachusetts Institute of Technology, prepare an elaborate program of textbooks and other teaching aids. The sentiment is expressed also that it, in terms of manpower and financial support, "may well carry more weight than

Fun for Nothing

(Concluded from preceding page)

moves in the direction of the kitchen]: I'll save this until I finish one of those sandwiches—that is, if you didn't do away with all of them. Enjoy yourselves.

[*Here indicate lapse of time—dim lights.*]

BILL: Look! It's almost twelve bells, and I told Dad I'd be in at twelve. Two hours couldn't have passed! Are you sure that clock is right?

ALICE: My watch says quarter of twelve. That does seem unbelievable.

JOE: Say, Mom really did have an idea! She's a tricky little lady and I'm all for her.

MARY: Me too! Let's give a cheer for Mama dear!

ALL: Yeah Mom! She's the one with a great idea! Yeah Mom! *Ye-ah Mom! Y-e-a-a Mom!*

BILL: Five minutes to go. Bye gang! You're invited to my house after the next game.

[*Exit Bill waving his hand as he dashes out the door.*]

[*Curtain*]

any other group seeking to revitalize the teaching of mathematics."

What type of student do these programs aim to serve? The Commission says specifically that it is concerned with the "... average, normal, or ordinary college-bound student." Observers at the Illinois school felt that only students with high I.Q. were found in these classes. A program admittedly geared to the "gifted" or especially talented is that of Advanced Placement, also sponsored by the College Boards.

Advanced Placement Program

In terms of time, the Advanced Placement Program antedates the others mentioned; it grew out of two experiments supported financially by the Fund for the Advancement of Education, the "Kenyon plan," and the School and College Study of General Education. In 1955 it was adopted as a project by the College Entrance Examination Board; in operation it has the help of the Educational Testing Service. "The Advanced Placement Program begins with college-level courses given in secondary schools to able and ambitious students." The college which the student plans to enter may give college credit and advanced placement, or may give only advanced placement. At present, not all colleges have set their policies.

Educators feel that important by-products have been derived from the Advanced Placement Program. Among these, they cite the fact that it is a challenging educational venture for secondary school teachers and colleges as well as the students themselves. Curricular soul-searching, especially on the part of the colleges, has long been overdue. Also, schools and colleges are working together more effectively; each benefits from this awakened interest and the student, too, is discovered as an individual.

While the programs discussed above are aimed specifically at the college-bound student, it is generally agreed that content material in *all* mathematics, from grades seven through twelve, needs re-evaluation and reorganization. The cry has been raised for some time for integrated subject matter; attention now is being called, in addition, to the need for a shift in emphasis from exclusively mechanical manipulation to the development of concepts. This, the proponents of modern mathematics claim, can best be effected through the language of sets.

Contemporary Mathematics

Reference has been made several times to modern mathematics. What is it? How modern is it? To answer the second ques-

tion, modern mathematics may best be identified as contemporary mathematics. It is generally understood to include symbolic logic, set theory, Boolean algebra, etc. Very few of our present teachers have studied formal courses in it because only recently has it been taught in many colleges and universities. For many teachers, the solution of this problem, as we have said above, has been found in summer institutes, extension courses, conferences, workshops, seminars, lectures. All educators agree that these tremendous changes will not be effected overnight and yet they predict that in five years a great number of schools will be teaching from a new point of view. When we realize that

traditional mathematics has been taught in almost its present form for centuries, five years looks like a breathlessly small time in which to make such radical changes.

This is the situation facing those who are concerned with the *what* and *how* of a modern mathematics curriculum. The various groups seeking a solution feel keenly their responsibility; they hope for the co-operation of all members of the educational world who are affected; above all they emphasize that this is *not* a Sputnik-inspired crisis! This is a quiet, determined self-evaluation by twentieth-century teachers of mathematics. Their goal is the best for *all* American students.

UPPER & MIDDLE GRADES

Arithmetic Formulas in the Upper Grades

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Arithmetic has always held an important place in the list of school studies. But now there is a discerning appraisal of the quality of our arithmetic curriculum on the part of an apprehensive public which bears the financial burden of education. On the other hand, there is the hope among scientists of comprehending the universe in one mathematical formula. And there is the attitude of many students to lag in achievement and to dodge the good hard work for proficiency in mathematics. All this is appalling and discouraging to an earnest teacher. Methods and means are certainly needed to train the student for his civic-personal-socio-moral status. One of the most economical methods is formulas and the equations they give by the use of related facts in equations.

Significance of Formulas

Formulas are the traditional and continuing foundation for discoveries in all sciences. It is with the success of a known formula that progress can be made to

more success. Today we work with the conviction that arithmetic must be taught for its content value and its practical value. The disciplinary and cultural values are not overlooked but they carry less prestige than in earlier periods. It would be purposeful to discuss with students the universal nature underlying all formulas and the unchangeable nature that Pythagoras perceived in all numbers. In their immutability are lessons of rectitude and intellectual honesty. Formulas are the systematized expression of this absoluteness. They may be juggled by dishonest men, but the standards of rule and formula will detect and expose it.

Groundwork for Use of Formulas

In the grades preceeding the upper sequence, the child has been taught the names, uses, and fundamental processes of numbers. We expect to receive the student equipped with assurance, accuracy, and a fair degree of rapidity. We have not time to repeat preliminary work, for we must extend and intensify its use in the upper grades. Some formulas have been taught and used in the lower grades, but it is in the upper grades that the heavy work is introduced.

(Continued on next page)

The students must bring with them a concept that problems are solved in a common unit of measure. The scope of this should be very broad at the end of grade eight. Another concept for readiness is the meaning of the symbol for equality —namely that the two little horizontal lines (=) signify that the value on the left is the exact balance of the value on the right, or *vice versa*.

There can have been triangle construction in the sixth grade with the interesting and valuable discovery that the sum of their angles cannot exceed 180°. In the upper grades, we work in simple triangulation and its use in measuring inaccessible areas and points. Always, of course, we desire accuracy in computation to have been grounded into students. Since there is so much work with formulas in upper grades and the consequent changing into a common unit of measure, students coming into the upper level should quickly see the best possible way to make the change and do it correctly without undue delay. Skills of this nature prepare for a full grasp of the upper level work when it is progressively presented.

Application of Formulas

On the upper grade level, the work includes a vast amount of material. There are units of buying and selling; money and investments; insurance and taxes; linear, square, and cubic measure; problems of time, distance, space relationships and their proportional bearings. Much of the work is not, and cannot yet be, within the field of the student's experience. Here is where the lag is encountered and here is where we need an aggressive and determined approach. Indifferent students must be forced to overcome their slackness and carelessness. Working with formulas and their figures helps them to acquire this desideratum. The understanding of formulas requires orderly thinking and judgment.

Formulas are an ideal check for accuracy. The solution must conform to a plan. Mistakes, of course, can be due to errors in computation, but as often as not the mistake is lack of knowledge of basic formulas and their reversals. Students may multiply or divide correctly, but they are multiplying or dividing where it is not the method to use.

For many of the topics included in the course of the upper grades, it is not expedient for the teacher to explain too much. It is more valuable simply to present the formulas as given in the many

good texts now available. Then follow with many types of problems in that field. As soon as a student sees a three-sided figure he should instantly think of $\frac{1}{2} ab$ for area or $3s$ for perimeter. A square will bring the associated facts of s^2 for area and $4s$ for perimeter. If he knows his formula in the basic form, he should be able, after practice, to reverse it. Trained so, he will not look bewilderedly at his data and fumble uncertainly with numbers. He works with self-reliance, for he has interior confidence that his result ought to be correct.

Drill on Formulas

Formulas are a short way of making a statement used throughout the world, and they have an unlimited number of values. To become skilled in their use, students need practice, and any textbook for these grades should have abundant exercises for class use and home assignment. These, of course, should be so graded that the slow, the average, and the gifted are supplied with practice to the limit of their capacity.

One class quiz that is quick and profitable is to paint with tempera on the upper blackboard surface various shaped lines, angles, and figures. Send students to write underneath the name, or the rule for perimeter, or the formula for area. When drill has given some measure of skill call for the reversals that can be applied. This is not problem solving, but it is good preparation for accurate problem work.

Other schemes are to recite the formulas in memory style just as was done with the multiplication tables in the lower grades. Reading from left to right and then from right to left gives a new facility in knowing what a formula means. Reading formulas requires the acquisition of a whole new vocabulary of terms and a comprehension of their thought. Students heartily agree that it is the same as learning a new language. Drill in reading to recognize forms and symbols is necessary to make it vital and intelligible to students.

Formulas can be written on the blackboard and students assigned to write the figures to which they apply. Or another variation is to direct students to draw a circle and write six formulas that apply. They must then recall that $r = \frac{1}{2}d$,

$d = 2r$, $C = \pi d$, $D = \frac{C}{\pi}$, $A = \pi r^2$, $r = \sqrt{\frac{A}{\pi}}$. He must also recall and

use pi equals $3\frac{1}{7}$ or $\frac{22}{7}$.

This type of work is stimulating and can be done in the first ten minutes of the period.

Another valuable method of previewing work is to read problems and tell the formula or formulas needed for solving. It is good to write all the formulas and reversals applicable to a figure and checkmark the one or ones being used to work a problem. And now it seems more to the point to require decimal solutions as often as possible. It is the international system. In problem solution write formulas in spaced form. Under each term substitute the factor or quantity that corresponds to it. The student knows what he is looking for and the fact to be obtained. The deadening effect of failure is prevented and the student gets a thrill out of what he is doing rather than dark discouragement. This is especially helpful in problems of base, rate, and percentage. This is one goad for even the gifted students.

Developing Comprehension of Formulas

This is inductive teaching, and, as teachers realize in the initial steps, it is a slower method which calls for much careful preparation and patient presentation. It is, nevertheless, splendid teaching and to be commended when done. It would be most apt to satisfy the gifted student's desire to understand "how do they know that." And in any mathematical instruction the gifted student's urge to learn deserves all the consideration he asks. He will, most likely, be not only the follower of rules and formulas but also the maker of the new formulas that will give to our nation the technique of developed procedures and scientific initiative.

It is very easy to show that when half a number is 50 the whole number or 100 per cent must be 100. Mentally that is not hard for a student to see. But to

formulate that into $B = \frac{P}{R}$ there must be division. 50 divided by $\frac{1}{2}$ equals 50 times $\frac{2}{1}$ or 100. This simple example placed where the pupils can refer to it helps in the more complicated problems of this type.

The formula $R = \frac{P}{B}$ gives more trouble to students than the other two types of percentage, at least I have found it so in my own classes. This can be made clearer by careful reading and then arranging the terms in a fraction to indicate the neces-

sary division. An example of this kind will serve: 20 is what per cent of 400? The "is" quantity becomes the numerator over the quantity, $\frac{\text{is}}{\text{of}}$ or $\frac{20}{400} = \frac{1}{20}$ or 5 per cent. This can be expanded to include profit and loss rates; increase and decrease rates; discount; commission; tax rates; yields; etc.

In the work with geometric figures, circular discs of various sizes are used to obtain the circumference formula. Measure the diameter and then apply this to the circumference. It will be seen that for any figures the result is about $3\frac{1}{7}$. By

division the decimal value for this will be 3.1416 which is named pi. Now the formula $C = 2\pi r$ is obtained with this data. By forming central angles of 45° , cut a circle into eight equal segments. Extend the segments into one long string of triangles. The radius of the circle becomes their altitude and the circumference of the circle is their base. Combining the formulas for area of a triangle and the circumference the new formula is obtained.

Triangle area is $\frac{1}{2} ab$; substituting r for a , and C for b the formula is restated:

$$\text{Area} = \frac{1}{2} rC.$$

Substituting $2\pi r$ for C the formula is now restated:

$$\text{Area} = \frac{1}{2} r \times 2\pi r, \text{ cancelling the}$$

two's it becomes

$$\text{Area} = \pi r^2.$$

It would not be feasible to use class recitation time for such developmental lessons for every topic taught. But they can be used in various units of work to show by analogy that all are so derived. This is meeting the need of the slow methodical pupil who must know step by step the reason for his work. It is enrichment for the upper bracket student who likes to skip nimbly along with a rule and then reverse it. It has been the all knowledge of upper and lower spaces as well as subnuclear world of matter has been classified, after being explored. The use of known formulas and rules gives power to penetrate and follow unknown vistas.

The planet Uranus, more than a billion miles from the sun was believed by astronomers to be the outermost member of the solar system. Its course was carefully charted but at times it deviated from it. Accordingly, astronomers set to work and by means of formulas figured out the force of attraction as a new planet. And

(Concluded on page 58)



Plan a Biblical Border

**Sister M. Thaddeus,
H.H.M.**

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Youngstown 9, Ohio

The Bible Story of Noe and the Ark shows us the great love of God for men, preparing their minds, by types and figures, for the day when these shall be fulfilled in Christ and His Church. In order to impress this important idea on the minds of children the following directed lesson could be used as a culminating activity.

AIMS

1. To draw a picture of the ark and the rainbow.
2. To associate the Old Testament with the New Testament through symbolism.
3. To review the neighboring tones and color wheel to be used in coloring the ark and the rainbow.
4. To review the basic alphabet needed for lettering the project.

MATERIALS

Crayons; compasses; 9 by 12 in. white drawing paper; blue, blue green, green, and yellow green construction paper.

1. Drawing the Ark

Make a circle about eight inches in diameter. Draw a light pencil line across the circle about a third of the way from the bottom. This serves as the water line. Sketch the ark in pencil. Be sure to draw the bottom part of the ark below the water line. Erase all unnecessary lines, and draw the waves beneath the ark.

2. Coloring the Ark

Color the roof brown, and outline it in black. Color the rest of the ark yellow, shade it with orange, and outline it in brown.

3. Coloring the Waves

Color the tops of the waves white. Below the white use the following colors in the order in which they are listed: blue, blue green, green, and yellow green.

4. Coloring the Rainbow Background

Color a band at the outer part of the circle violet. Continue the coloring of the rainbow by using bands of the following colors in the order in which they are listed: red violet, red, red orange, orange, yellow orange, and yellow.

5. Lettering the Project

Letter the project with black crayon. Use a simple manuscript alphabet. Possible captions are: (1) Church, New Covenant; (2) Covenant With Noe; (3) Rainbow and Ark.

6. Mounting the Project

Mount the drawings on 11 by 14 in. blue green construction paper.

7. Arranging the Border

1. Tear waves for the bottom of the cork board from white, blue, and blue green construction paper.

2. Use a dove and olive branch as a "tie-up" for the border display. Cut the dove from white construction paper and shade it with blue green lines. Cut the olive branch from green and yellow green construction paper.

OUTCOMES

1. Drawings of the ark and rainbow, as well as the "tie-up" for the Biblical Border have been completed.

2. The association of the Old Testament with the New Testament through symbolism has been brought out by means of the drawing and captioning of the project.

3. The neighboring tones and color wheel used in coloring the ark and rainbow have been reviewed.

4. The basic alphabet needed for lettering the project has been reviewed.

Mastering Phonetic Principles

Reading for comprehension is the vital objective of all reading experiences from the first grade through college. The printed page must be meaningful to the child to hold his interest. It is true that in the primary grades the child's first concern is to master the mechanics of reading, for until he has accomplished this, reading for comprehension will be faulty. As long as the child's attention is centered on pronunciation, he cannot fully attend to comprehension.

Early Drill

In the first three grades where phonics are taught, the child is introduced to an independent means of attacking words. Many children, however, have not mastered this technique even after three years of phonetic drill. Like much other drill work, after two years of repetition it becomes dull and uninteresting to the child and needs new impetus. Drill is good and leads to skills. But everyone knows that if practice is omitted for any length of time, skill suffers and is often forgotten. It is better when possible to lead children to see the reason behind the drill as soon as they are capable of understanding the reason.

Study of Principles

Believing this to be the case children in the third grade are given an opportunity of experimenting with a knowledge of phonetic principles after having two years of phonetic drill in some good phonics book. After one year of experience with phonetic principles and their application to pronunciation, spelling, and diacritical marks, the child has a good grasp of them. However, to be well grounded in this work, and for a complete mastery of these principles, a more analytical study should be continued through the intermediate grades. The child will then be given an opportunity to apprehend more fully the application of these principles to the rules for spelling, and the work he encounters with the dictionary in the upper grades.

An analogy may be made here between the teaching of phonetic principles and the fundamentals of arithmetic in the early grades. The first three years of experience with phonics gives the child a

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knowledge of the fundamentals. So also with his experience with the fundamentals of arithmetic. If the application of the fundamentals in arithmetic is not carried on in the middle and upper grades, the child will have a meager knowledge of mathematics. The point is that the fundamentals of phonics learned in the first three grades should be carried on in the middle and the upper grades to show the relationship between phonics and their application to pronunciation, spelling, and diacritical marks. Then we should have better spellers, more intelligent use of the dictionary, and better readers for comprehension.

Reading for comprehension on the part of the child places responsibilities on the educator. The educator must supply the child with a series of books in which each and every story has some value for the child. This value may be social, moral, cultural, patriotic, or spiritual. The child must be given an opportunity of giving back to his class, or his teacher, the value he has gleaned from the story in oral or written reports. In his report emphasis is placed on the incident in the story in which an individual, or a group of individuals, helps or serves God, his country, or his fellow man. When this is accomplished, then reading for comprehension will attain its vital objective.

Let us, then, give our children a means by which they will use their intellects at an early age in attacking words, synthesize this knowledge with reading, spelling, and using the dictionary. Last, but not least, let us put into their hands while we have the opportunity, books in which they will comprehend Christian values and make them grow to man's size for the service of God, their country, and their fellow men. It is when the child is very young that attitudes toward life are

formed. Attitudes lead to ideas, and ideas lead to ideals. If the past two wars have taught us anything, it is that no life is worth living and no government is worth having that are not based on Christian ideals as we know them in the traditional American way of life. These ideals are our children's heritage which they may glean from the reading of books. Let us not withhold from them those books which give them this precious heritage.

Learning the phonetic principles is a short cut to the mastery of phonics. It also allows for a mastery of the rules of spelling and the diacritical marking of words. These principles are intended for all from the third through the intermediate grades. A mastery of them would benefit anyone from the third grade through college—anyone who wishes to improve his reading comprehension. A mastery of them would accelerate reading for foreign students and those in remedial reading classes.

The Phonetic Principles

The First Phonetic Principle: Vowels are generally short when there is one vowel in the word. Example—at, it, on, up. When reading aloud the child is trained to look for the number and the position of the vowel, then apply the principle when pronouncing it.

The Second Principle: When there are two vowels in a word the first one generally receives the long name which is the name we give the vowel when spelling the word. Example—lake, speak, like, hope, blue.

The Third Phonetic principle: When words ending in er, en, ed, le, ing have a double consonant in the middle of the word, the vowel preceding the consonants receives the short sound. The consonants may be named as the two p's, two m's, etc. if desired. When reading aloud and the child encounters this principle and hesitates to say the word he is asked, "What do the two consonants (or the two p's, m's, or t's) tell you about the first vowel? (Example—better, kettle, mitten, stripped, hopped) He answers, "It is short."

The Fourth Phonetic Principle: When words ending in er, en, ed, le, ing have one consonant in the middle of the word,

the preceding vowel is long. Example — striped, hoped, hiking, filing.

The *Fifth Phonetic Principle*: An "R" modifies the sound of a vowel.

èr, ir, ùr, say èr as in hèr

är says är as in stär

äre says äre as in the word stäre

Ôr says ôr as in the word fôr

The *Sixth Principle*:

"C" before e, i, or y is generally soft and says "s."

Example: city, center, cypress.

"C" before a, o, u is generally hard and says "k."

Example: caper, come, cut.

"G" before e, i, and y is generally soft and says "j."

Example: gentle, ginger, gymnasium.

"G" before a, o, and u is generally hard and receives the guttural sound as in the word guide.

Example: gather, gone, guide.

The *Seventh Phonetic Principle* is: "A" followed by l, ll, says aw—as in the word, saw. Example: tall, always, awful.

The diphthongs may be presented separately for pronunciation: *ōō* as in boot; *ōō* as in book; *ōw* as in bowknot; *ow* as in bow (to bend the body).

One may wonder at the word "generally" used in each one of these principles. The word is used because 87 per cent of our words are pronounced according to phonetic principles and 13 per cent are not. If these principles of pronunciation were universally true then our language could be taught with the same precision with which we teach the fundamentals of arithmetic. Two and two always make four.

After the children have had much experience with these principles and their application to reading, phonetic work is begun in hearing the sound of the vowels in words, and then applying the principle to the spelling of the word. The question is asked, "What do you hear in the word, met?" Answer—A short "E," one vowel in the word. If he answers correctly, he is asked to spell the word, and if he spells it correctly he is asked to write it on the board with the diacritical mark. This same procedure is used with the second, third, and fourth principles. In hearing the sound of the vowel in the word hike, he responds, "I hear a long i, two vowels in the word." In the word "stripped" he responds, "I hear a short i, two p's in the word," or "two consonants in the word." In the word "striped" he responds, "I hear a long i, one p" or one consonant in the word.

At this time it is well to introduce the rule for separating words ending in er, en, ed, le, ing. Words with a short vowel



Exhibit of Hobbies at St. James School, Decatur, Ill. The School Sisters of St. Francis are in charge of the school.

sound followed by two consonants are separated between the two consonants. Words with a long vowel sound followed by one consonant are separated after the long vowel. Example: run-ning, pa-per.

Word Games

This phonetic work with spelling does not replace the regular spelling lesson in the curriculum but is intended to supplement and aid it.

With the current interest in games with words, another means of imprinting the phonetic principles in their relationship to spelling and the use of diacritical marks are word games. Each principle is assigned at different times for making word lists with the proper diacritical marks. It is obvious that one could not ask the question, "What do you hear in the word, 'cypress'?" because "y" is like "i." Therefore the fifth and sixth principles are presented in word games as follows:

Make a list of words with diacritical marking of the following adjacent vowels:

ōō (as in too); *ew* (as in new); *ue* (as in blue); *ōō* (as in book, shook or look); *āl* (as in ālways); *āll* (as in fāll); *aw* (as in saw); *tālk, wālk* using the grave *à* to be used with the falling inflection.

Européan to be used with the rising inflection.

Montréal with the circumflex *â* which represents the unction of the acute and the grave *à*.

Scrabble is another game which lends itself to attract interest and also the mastery of phonetic principles. These are a few suggestions for games. Every teacher's ingenuity will suggest more ideas to be used in the development and the mastery of phonetic principles.

Primary Grades

Number Rhymes

Sister St. Simon, O.S.U.

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Make your one's
Like soldiers' guns.

Make two's
That you can use.

Make your three's
Round, please.

Make your four's
Square like doors.

Make your five
Look alive.
(Don't have its head off!)

Make a six
No one can mix. (With a zero.)

Make your seven
Point to heaven.

Make your eight
Stand up straight.

Close your nine
Before the line.

Close your naught
As you ought.

Numbers neat, answers quick —
That means good arithmetic!

A Happy and Efficient First Grade

How are primary children growing through independent work periods? Joy exists in a classroom where routine and surprise are blended to insure continuous and well rounded learning experiences for each child. A careful balance of learning activities with independent work periods, motivated, well planned, and profitable is the key to the primary teacher's successful day.

Teachers of the Christian child must be aware of the supernatural life of God received at baptism. The child has been reborn of water and the Spirit and regenerated in the life of grace. He has needs and capacities satisfied by the Church, the fountain head of that grace. This, however, does not relieve the school of its responsibility to include in its program definite goals to help the child live this grace life. These goals include physical fitness whereby the teacher creates in her classroom the atmosphere for good working conditions; good workmanship which helps the child understand what is expected of him first and then proceed in the best way to do the piece of work; social responsibility where both the teacher and child place a high value on group activities.

The teacher of the first grade has a twofold view of the child—an inward one whereby she sees him living the supernatural life which she must develop and nurture and an outward view which resembles a series of concentric circles. She pictures the child in the center, bound to God, man, and nature. This to him is reality and the teacher who wishes to give truth to the child will strive daily to strengthen these bonds with reality. She will consider the physical development, characteristic reactions, and special needs of her age group and plan her program to best insure growth.

Learning Experiences

Monsignor Johnson paraphrased the objectives of Christian education when he said, "The aim of Christian education is to provide those experiences which, with the assistance of Divine grace, are best calculated to develop in the young the

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St. Patrick School
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ideas, attitudes, and the habits that are demanded for Christlike living in our American democratic society."

We are going to concern ourselves with three key words: experiences, the young, and Christlike living. It is the young we shall analyze first. The teacher finds the children in first grade eager to learn, exuberant, restless, and easily fatigued. A short interest span is normal. A six-year-old learns best through active participation and his whole body is involved in whatever he does. His large muscles are more developed than small ones and if he finds difficulty in sitting on a chair will he not be bewildered and confused if too much pencil and paper work is given him? When the teacher realizes that the children before her have a short interest span, she will prevent disaster by providing a variety of profitable learning experiences for those at their tables while she works with one reading or number group.

Planning Is Essential

Children need the help of their teacher in using materials, determining ways of working, and evaluating their progress. It is important that children know what they are expected to do. A successful primary teacher will plan carefully to make certain that materials are ready (paper cut, paint mixed, drill devices accessible, etc.) and then introduce the materials one at a time. It is most necessary that six-year-olds be taught how to use tools correctly and how to care for them.

The planning time preceding the independent work period must be balanced by an evaluation period. This is the vital time that will help children attain their goals and it will lay the foundation for tomorrow's work. How will this planning of the independent work period, how will this knowledge of the child and his place in the school program change classroom environment and procedure? What will be the results in terms of child growth? Let us look at a first-grade classroom where the teacher places high value on pupil growth through understanding. The independent work periods promote active classroom participation and a living of the life of grace through sharing with others according to the child's gifts.



— G. C. Harmon

Since the teacher realizes the value of group planning she will spend some time in the morning discussing with the children the plan for the day. A few words of the plan may be left on the board to remind the youngsters "what comes next." During this planning period, six-year-olds will learn the meaning of the words cooperate, self-control, sharing.

Plans should include the use of materials. Children can be taught that supplies are exhaustible, and when they enjoy using materials they will take better care of them. Also on some days the use of certain materials may be restricted and this too should be part of the planning. An assigned piece of work from the teacher may be given to three different groups. Children will know when this is to be completed and often may not select another experience or task until it has been finished. Children need this discipline and when they understand what is expected of them they will not have difficulty in meeting the standards.

Results of Planning

Now the teacher is free to work with groups. The interested observer will see her at a chalkboard with children around her learning to read. Another child is at an easel expressing himself with bright colors. Two more children are modeling clay animals as part of a science unit. A large group is at a library table reading books of their own choosing. A small group is using a set of plastic toys to determine number groups of three, four, five to develop correct concepts. One little boy is absorbed in the movement of a chameleon in a terrarium which he has helped assemble. Each of these groups provides opportunities for real learning. Thus when the child comes to the reading circle for his turn he will be less fatigued and far more ready to concentrate. Using manipulative equipment has offered him a chance to release his tension and relax. As the year progresses, the attention span will lengthen, but even then each child's growth will not be the same. In this type of independent activity the child is encouraged to choose, express, and organize his own idea, and this is always acceptable if this idea contributes to the work of the group or his own development.

The six-year-old can be really himself—using his God-given friskiness which demands that he participate in many activities to help him learn. He does creative thinking—we give him an opportunity to use his God-given eagerness and to think for himself. Independent activity of this type is never busy work, but rather real

industry on the part of the child. In purposeful activity each person in the classroom is called upon to respect the rights of others. Those working in groups must moderate their speech so others will not hear, those painting must take turns, members of a reading group will use all powers of concentration for the work at hand.

Devices for Cheerfulness

The wise teacher calls the class together with a rhythm, a story, or a bit of poetry: a happy experience all can share together before ability groups meet again. This gives her a chance to sense the room atmosphere, comment on Johnny's painting or Cindy's work with colored paper scraps or move Tommy to a more comfortable position with a copy of an easy preprimer. *Result?* Everyone returns to his work with new zest and the classroom atmosphere remains peaceful.

How does all this form a pattern of Christlike living? Since the child is physical and spiritual his needs and capacities fall within a wide range. He is an indi-

vidual, but it is extremely important that he learn to work in a group. The independent work period gives the six-year-old this chance to develop. Here he will be given the freedom to practice virtue. He will have opportunities to grow in self-discipline, charity toward others in the group, courtesy in classroom activities, honesty in doing his work as well as he can, and unselfishness in using equipment and materials. The grace he received at baptism will be used to re-make his person and cause him to live on a new plane of existence.

Primary children enjoy growing through the independent work period. They want to chart their own progress and they will be eager to tell you "I did my paper as well as I could, I made numbers with clay, and now I'm on my way to help Mark catch up in his reading." Or they may just calmly look up at you on the way back from a reading group with "If you have a chance, look at my painting; it tells the story of that poem about mice."

A Practical Aid for Third Grade

A TRIBUTE TO MARY

Sister M. Helene, S.C.C.

Gehlen Grade School

Le Mars, Iowa

We salute you, Virgin Mother, our Queen. We are your soldiers in service forever. We promise to be true to you and brave. Guard us, guide us, and keep us. Lead us to Christ our King. Long live Christ our King!

Practical modern religious activities besides dramatizations, quizzes, charts, and booklets can be a great factor in a child's life. Being members of the Boy Saviour Club, the third grade pupils under the direction of their teacher discussed various ways and means of paying homage to our Lady especially during this Lourdes Year. The above salute is given each morning before class. During one of the meetings many suggestions were given. One child

thought of the "Three Hail Marys" before going to bed. Another, to be just like Mary's Child by doing all that their own mother wants them to do. Making a shrine in the classroom which was another way of honoring Mary, led to making a simple shrine to be taken home each night into a different family and reciting "The Family Rosary."

This project met with great enthusiasm. The shrine was made of a medium-size cardboard box lined inside and out with heavy silver foil. The foil placed inside was large enough to allow for a pretty framework arranged in the shape desired. A statue of our Lady was placed tight fitting by means of the foil. A rosary in case was given along with the shrine. These were placed again in a larger box so that it could be carried home carefully and conveniently. Turns were given to the pupils according to the alphabet beginning with the girls. This can be an all-year project.

The Reading Program at St. Malachy School

In September, 1956, at St. Malachy Parochial School, Chicago, Ill.,¹ the hope of adequately providing for individual differences seemed practically futile. What each teacher faced, particularly in grades four through eight, seemed an insurmountable obstacle to progress. The range of ability in reading is shown in the accompanying table.

Since the range within the grade was so wide, grouping within the room alone would not solve the situation. Evidently the solution lay in regrouping the entire intermediate and upper grades of the school, allowing the individual to work on his particular level. Accepting this challenge and acting upon the advice of the principal, the faculty members of these grades, consisting of three Sisters and two lay teachers, set about to do exactly that.

Basis of Division

What were the initial steps in regrouping more than half the school population? Haphazard guesses as to the child's ability level would not suffice; that the instructors recognize the capabilities and limitations of each pupil was absolutely essential. Therefore, they carefully ascertained each child's intelligence quotient and retested where necessary. Using the results from the Stanford Standardized Tests administered in June, 1956, together with the Metropolitan Tests given in September, 1956, they acquired a fairly accurate picture of the level on which each child would be able to read. Although the findings on these standardized tests do not necessarily indicate the level of the individual's daily work, yet, they provided a more or less relative basis for division. In addition to these results each teacher verified her scores with an analysis of the individual's reading orally. When possible, the teacher of the previous year substantiated the conclusion with her report on the child. As a result of the foregoing factors, the children were divided into groups which for purposes of identification were named Groups A, B, C, — to J.

¹Ninety-eight per cent of the pupils in this school were Negroes as were the two lay teachers working in grades 4-8.

Sister M. Norah, R.S.M.

St. Malachy School

Chicago 12, Ill.

Within these groups there may have been one or two pupils above or below the stated range. In such cases, other factors influenced their being put into these groups. Since this was the first year of the program, the teachers did not wish to push promising students ahead too rapidly. Consequently, some of the seventh graders, although scoring high on the standardized tests continued working with the "B" group, but utilized a great deal of the supplementary material. As necessity warranted, children advanced or moved back a group. Rather than an additional administrative problem, this feature actually proved to ease the teaching situation.

At the beginning of the year each teacher taught two groups, the two highest groups being in the eighth and so on down. After several months, however, it was apparent that working with two retarded groups in one room was very difficult, since both groups demanded much guidance in the independent work, and each needed much time for drill. By adjusting the groups so that Group "A" and "I" read in the eighth grade room while group "B" and "J" worked in the sixth grade room, the teachers found additional interest stimulated by the better group in the room; no teacher was overtaxed with two very slow groups. With this setup used presently,² a student

from the better group is frequently assigned to assist the slower youngsters during their independent period while the instructor is free to concentrate on the checkup or presentation with the superior group.

Anticipated Problems

Before actually implementing the plan, the faculty listed several difficulties which might arise at the initiation of such a program; these they attempted to prevent. Among the pertinent questions asked were the following:

1. Would there be disorder in moving from class to class?
2. Would there be a loss of precious time by having students change classrooms?
3. Would there be resentment on the part of older students who had to work on lower levels?
4. What about the material aspects of such a program? Would the program incur much extra expense?
5. What would be a fair system of marking? Students in upper grades reading on lower levels, but doing satisfactory work, could not be given "U's"—the diocesan grade for work below grade level.
6. What about eighth graders who would not have read beyond a fifth grade level upon entrance to high school?
7. Would the advantages of such a program warrant the complete readjustment of the reading program involving all the grades above the primary?

Disorder and Loss of Time

Actually the problems anticipated never materialized to any degree. After a thorough explanation and a practice of moving from room to room and assignment of places for seating, disorder was reduced to a minimum. The system, used from the start, continues at present. At 9:15 a bell warns each class to conclude the preceding subject and to prepare for reading. At 9:17 the second bell rings; all children who must change classes move simultaneously. Dismissal one hour later follows a similar procedure. Within two or three days any

²This article was written in the spring of 1958.

GRADE	RANGE WITHIN GRADE	NUMBER OF STUDENTS WITHIN RANGES								
		1-1.9	2-2.9	3-3.9	4-4.9	5-5.9	6-6.9	7-7.9	8-8.9	above 8.9
8	3.8-10.1			1	5	6	11	10	6	6
7	2.0-11.1		2	2	6	14	7	4	3	2
6	1.7- 8.3	1	2	11	18	16	6	1	1	
5	1.5- 6.2	9	7	17	9	5	2			
4	1.0- 6.3	4	19	18	5	1	1			

noticeable disorder or loss of time was eliminated.

Pupil Resentment

To counteract any resentment on the part of the pupils, each teacher explained to the students exactly what problems the school encountered and what solution the faculty decided upon in order to alleviate them. The teacher endeavored to make clear to the students the futility of reading on a higher level without the proper foundation. To our knowledge, neither outside nor in school, has any child ever ridiculed another because he reads on a lower level. In one case, an eighth grade girl, resenting having to work on a lower level, refused to respond in the reading class. Discussing the matter with her, the homeroom teacher informed her that she should not expect any special help or consideration since she was refusing this wonderful opportunity to build the foundation which she so apparently lacked. Not more than two class periods passed before the youngster, realizing her inadequacy, requested to return to her previously assigned level.

Anxious to improve and succeed, students will often inquire about their standing. From time to time they may remark, "By Christmas, I'm going to be working with Group B," or others will ask, "Do you think I've improved enough to read with the next group?" Contrary to the difficulties anticipated, the new reading program proved easier as a new interest was instilled in the students. They seemed to set up goals for themselves. Having younger students in the room stimulated the older students to ready responses lest one of the younger children should get ahead. On the whole, the program appeared to create a healthy atmosphere of competition.

Material Aspect of the Program

Considering the material aspects of the program, the faculty decided to pool the readers within one area for the most efficient circulation of readers and workbooks. After reallocating the books in the rooms which would accommodate the respective level, each teacher received a list of all available readers and their respective location. Any books not in immediate use remained in the faculty room as supplementary material to be used when needed. Since readers could no longer be shared, from room to room, the first year of the program did involve more expense than usual. In addition to the supplementary readers, each room obtained 75 public library books which are accessible at all times for the children's home and school use. To assure the circulation of these books, each reading class allowed one hour

GROUP LEVEL	BOOKS READ	RANGE WITHIN GROUP	GRADES REPRESENTED					Total
			8	7	6	5	4	
A 7 ² 8	<i>Path and Pathfinders</i> — 7 ²							
	<i>These Are Our Horizons</i> — 8	7.6-10.0	22					22
B 6 ² 7	<i>People and Progress</i> — 6 ²	6.5- 7.6	6	16			1	24
	<i>These Are Our Freedoms</i> — 7							
C 6	<i>This Is Our Heritage</i> — 6	5.5- 6.5	11	4	4	1		20
D 5	<i>These Are Our People</i> — 5	4.5- 5.5	3	7	7	11		28
E 4 ²	<i>This Is Our Land</i> — 4	3.9- 4.5		6	7	7	2	22
F 4 ¹	<i>Today and Tomorrow</i> — 4 ¹	3.5- 3.9	2	7	6	3	3	21
G 3 ²	<i>This Is Our Valley</i> — 3 ²	3.2- 3.6		2	6	8	8	24
H 3	<i>This Is Our Town</i> — 3	3.0- 3.5			4	9	11	24
I 3 ¹	<i>Streets and Roads</i> — 3 ¹	2.8- 3.2		1	1	5	11	18
J 2	<i>This Is Our Parish</i> — 2	1.8- 2.8		1	4	4	9	18
1	Primer or First Reader*	under 1.8			2	3	3	8

*This group worked with the First or Second Graders.

per week for a guided silent library work period. To aid in the phonics, the school purchased both filmstrips and records. To provide interesting material for upper grade youngsters reading on lower levels, teachers obtained the graded *Reader's Digests*. No possible channel of enrichment has been neglected, whether it cost money or time. The faculty agrees, "The compensations far outweigh the expenditures."

Marking System

Not to be overlooked in the regrouping is the matter of marks. How can a student reading on a third or fourth level merit the same mark as one reading on an eighth level if both are in the same grade? The regular diocesan marking, "VG," "G," "L," etc., followed by a number which indicates the child's instructional level solved this difficulty. The number is not necessarily the level the pupil has achieved on the standardized test; rather, it is the level of the book he uses for his daily work. For instance in Group A, a student doing average work would receive a "G-7," while a student in Group B, doing all assignments well and conscientiously would receive a "VG-6." Incidentally, the number of "U's" (unsatisfactory work) and of "S's" (Satisfactory for the child who is incapable of working at grade level) decrease with this type of marking. Many of the youngsters with low I.Q.'s are able to do the work but often have to read three or four books on one level before they master that particular level. With this type of grouping, it is possible to enable them to do this without holding back the better students. Marking in the manner described above helps to prevent discouragement and yet does not allow for any complacency on the part of the pupil.

Graduates

In regard to the past problem considered, that of pupils who graduate with an achievement of no more than a fourth

or fifth grade level, most high school teachers are satisfied if the students entering high school know a few basic facts well rather than an accumulation of obscure, meaningless ideas. For the most part, students attempting eighth grade texts without the proper foundation will never learn the matter. Since Saint Malachy Parish has its own high school, provision is being made by introducing an English reading course to the freshmen. The problem continues in many other high schools, however; "What happens after eighth grade?"

Advantages of the Program

It answers three needs: the need for sufficiently challenging the better students and of developing leadership; the need for giving average students work within their scope; the need for aiding poorer students, who are in the majority. This program proved beneficial to both the faculty and the students. In addition, that is, to the scholastic advantages, psychological benefits were derived also. While the students begin to recognize their own and others capabilities, they also learn to accept their neighbor's limitations. The child presents a far more objective picture than if he were in the same room with the same teacher all day. Conferences, held among the teachers themselves, prove to be very illuminating when notes on different children are compared. Each child has an individual reading form with all reading test results itemized; to these are added comments, marks, etc. with each successive year. The forms are kept by the reading teacher for ready reference. As a consequence, each child is receiving much more individual attention than heretofore.

Not only does the child benefit from such a program, but the teacher receives many compensations. Although her clerical work³ is increased and she must necessarily

³During the present year 1957-58, much of the clerical work has been decreased through the assistance of teacher-aides.

acquaint herself with more students in a short time, she knows that the individual differences of her students are considered. Her daily schedule, so easily disrupted, becomes stabilized, since she must be ready at the specified time. Her preparation becomes simpler, since the children within the group are able to handle the independent material with comparative ease. Her actual lesson with the group becomes more interesting, more spontaneous, since each feels secure in taking part in discussions.

Criticisms of the program are few. Par-

ents appreciate it; the children like it; and, the faculty cannot conceive any other way of teaching the reading (nor, the arithmetic, since the method has been used in that field during the current year) at present. Perhaps the most unfavorable criticism of the program in the first year was the difficulty in making up the class if the schedule was interrupted. Whereas, ordinarily, a teacher could omit another subject in place of reading, with the new setup any deviation from the appointed time would affect five classes. Although interruptions have been

lessened to a considerable extent during the second year of operation, the program continues to call for constant co-operation and adjustment.

And that is one of the most beneficial results of this experimentation — that wholesome *esprit de corps* of working together. Truly, "in unity there is strength." No matter what mistakes may be made in the functioning of this plan, God will bless it because of the co-operative spirit behind it — from the office — from the faculty — from the children.

Teaching Music to the Six Year Old

"Are we going to *Music* today?" That constantly proposed question aroused my curiosity. What constitutes the appeal of the music hour? Why is the six-year-old so fascinated by it? Is it just a school day diversion for him, or is it an intense learning period?

Seeking these "how and why" answers, I went to Music, too. In our school, as in many schools today, Music is taught by a professional in the field of music in education.

Initially, the children filed into the room to the rhythm of a sprightly march. Standing behind their chairs, they stood at attention, obviously listening to what the Music Was Saying. That was the teacher's cue!

TEACHER: Who can tell me what the music is saying? Of what does it remind you?

ROBERT: A parade coming down the street.

TEACHER: Yes, and so what is it saying?

JIMMY: It says to March.

TEACHER: All right, standing in position, let's March.

After a few minutes of march time played in fortissimo, the pianist softened his touch to pianissimo. Without a word of direction, the sound of the children's marching feet became almost inaudible and a distinct Tiptoe, Tiptoe was heard. Then, without any definite pause, the room vibrated to the strains of Pop Goes the

Weasel. Against this background, the music teacher questioned,

Now, who can tell me what the music is saying?

MARY: It makes me want to dance.

Oh, but we can't dance on the playground. What is it telling you to do now, at school, at play?

BILLY: To skip?

Yes, listen again. [*Again the music teacher's voice was heard*] — Now Skip, Now Skip, Now Skip, Now Skip.

Who would like to do what the music is saying? Sandra, skip up and down the aisle.

And oh, how Sandra skipped. Observing her, the children smiled with delight.

We're going to learn to sing the skipping song. This time, listen to the words. All around the carpenter's bench

The monkey chased the weasel,

The monkey thought 'twas all in fun.

Pop goes the weasel!

Carpenter's bench? Does anyone know what a carpenter is?

JOHNNY: He makes things.

Yes, from what does he make them?

CHRISTINE: From wood.

Sister M. Paulette, V.S.C.

St. Sebastian's School

Pittsburgh 9, Pa.

JEFFREY: With a saw.

Is there something in this room that a carpenter made — something real close to you?

PATRICIA: My chair.

Yes, that's it. What else does the song say?

BILLY: About the monkey —

Well, you all know what a monkey is, but what's a weasel?

JIMMY: It's a gray thing.

THOMAS: An animal.

Can anyone draw a picture of a weasel on the blackboard. Paula, can you? Go to the board and draw one.

While Paula is drawing, let's hum the song.

Paula merely drew a few strokes — head, body, and ears, but the children clapped their appreciation. To them, that was a weasel.

When we say the word Pop, cup your hands and close them together. Don't say the word; the sound you make will be Pop.

After a few trials the little ones had mastered the four-line ditty. It was evident that they were quite proud of their accomplishment.

Oh, oh, time's up. How would you like to return to your room today? What do you want the music to say?

PETER: Make it say Tiptoe, Tiptoe.

And tip-toe they did, down the hall and to their room.

All in all, it was a delightful twenty-minute period. What had they learned? Let's enumerate just for the sake of qualifying the value of such a teaching procedure.

1. Music Interpretation (listening to what the music says).

2. Basic Alertness to Time in Music (keeping in step).

3. Appreciation of a story as told in a song.

"OUR CHURCH"

Sister M. Malachy, O.P.

St. Peter's School
Steubenville, Ohio

What exactly does the renovation of their church mean to first graders? Not much if anything will be the most probable answer, but when the church that is being renovated is above the first grade classroom it can mean a great deal. The hammering, sawing, and drilling noises overhead confronted me with an idea which would delight both the children and me.

and yet provide an appreciation for the many noises above.

In our unit in religion we were discussing the family and all its functions. One important phase of this unit dealt with the duty the family has to worship God. From this point we talked about the parish church and how fortunate we were that our church was being made more beautiful for God. Eagerness increased as we talked about our church and all the things in a church. When asked if they would like to make a play church there was complete silence in the room which amazed me. But after about one minute



"We think God likes our play church."

hands shot up and one little boy said, "Do you think we really could, Sister?" I assured him it could be done if all worked together.

My discipline problems were no more. One mention of the loss of a job on the church and I had said enough. Each child had his or her job to do; some jobs requiring three or four to work together. Each was responsible for figuring out how best to do his job. From the steeple to the floor of the church each tiny amount of progress was noted by not only the first graders but by all the grades in the school, as we worked in a part of the cafeteria (which is outside our room) because of the crowded classroom. Suggestions were given by some and the child whose job was being improved by the suggestion would consider it and decide whether to accept it or reject it. Most often the suggestions were accepted and the children would try them.

In order to reach our classroom the children have to pass by the auditorium where at present Mass is being said. In passing they noticed that the color of the tabernacle cover changed from day to day, also the priest's vestments. So it was decided we needed a priest. Since I hadn't any particular job the children thought it would be nice if I made a priest which they would vest in the proper color of the day. So into our little play church came Father Pat who, I might add, always wears the proper color. The entire activity has been an experience for both pupils and teacher. An experience which will be long remembered.

The value of this project can be seen by the following incident. Entering the classroom the music Sister noticed that the "play church" was well under construction, so Sister asked what the children were learning from making this church. "We learned to work together better," said one boy. A girl ventured to say, "Now we know why the men upstairs have to make noise and we don't even hear it anymore." And others, "We think God likes our play church." "I know more things about God's real house now."



Children of the second grade at St. Mary's School, Monroe, Mich., transfer from printing to cursive writing. Sisters — Servants of the Immaculate Heart of Mary conduct the school.

EDWARD A. FITZPATRICK, Ph.D., LL.D.

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THE TEACHER RETURNS TO SCHOOL, September, 1958

I recall the joy with which, as a young teacher, I returned after Labor Day to a school in the lower East Side of New York. I was glad to see the children again—glad, happy children looking to the teacher as a friend and guide. The world was not a world of tensions or rivalries or conscious international problems. As teachers we were not the instruments of a manifest destiny. Life was gentle, children were children, and the world to which they looked forward was, comparatively speaking, a humane world, a world where a man could freely pursue his feelings, his aspirations, and his hopes toward a fuller development of his manhood (and womanhood), and for a world of peace on earth to men of good will.

The teacher in September, 1958, similarly comes back with joy to children whom she loves because they are made in the image and likeness of God, and because they are bought at a great price. She finds her own soul uplifted in helping to uplift theirs. But what a different world these teachers and children of today are facing. To call it still a "brave new world" is to use a misnomer—except as a hope in words but not to be realized in deeds. It is a world of confused moral values, a world where materialism, secularism, and naturalism controls the minds of men. It is a world of intrigue, subversion, and exploitation.

It is a world in which, in these July days of 1958, the head of one nation and his cohorts called for the assassination of the heads of other governments publicly to prepare the way for aggression in a world presumably of "United Nations."

In this struggle for the minds of men—if time permits—the school will determine what will be the result. The school is the most obvious arena for the minds of men—for social revolution, for brave new worlds. Unauthorized and perversely that is attempted directly in the school. It is legitimate only when the teacher aims to make better men—Christians who by moral force will function. Everyday, by every word, by every nod, and every mannerism, she is affecting a child for good or evil in this world and in that which is to come.

So returning to school this fall, even with joy in your work, keep in mind the ultimate objectives, and calmly, day by day, build up in each child, in cooperation with the grace of God, the true Christian—elevating, regulating, and perfecting his human nature in accordance with the example and teaching of Christ, thus "ennobling what is merely natural in life and securing for it new strength in the material and temporal order no less than in the spiritual and eternal."

—E. A. F.

CATHOLIC EDUCATIONAL NEWS IN SUMMERTIME

We checked two issues of our diocesan paper recently to see what was Catholic educational news in the summertime. Three items arrested our attention because they indicated some of the problems about which Catholic education is concerned. We expected to find some concern about the two million Catholic children not in Catholic schools, or the crowding of the local parish schools, or the better teaching of the ordinary branches and especially of religion, or what to do about lay teachers—but there were other problems.

The three arresting items related to traffic safety, teaching Russian in elementary schools, and—*mirabile dictu*—the Great Books, including Plato, in the elementary grades. We describe the three items only as indicating the scope or the fringe of Catholic elementary education.

Moral Guidance for Automobile Drivers

Nine hundred Sisters, representing 14 different communities in the United States and two from India, attended the first National Conference on Traffic Safety Education for Catholic Schools at St. Mary's College in Indiana. This was not a meeting concerned with better, safer driving but with the need of moral counsel for those behind the wheel. "Thou shalt not kill."

Teaching Russian in Elementary Schools

The second article on the first page with major emphasis announced that in the diocese 400 children in five grade schools had signed up for afterschool classes in Russian this fall. And in two high schools Russian would be made an elective. Three reasons were assigned for the elementary school program.

1. Children learn languages quickly;

therefore a difficult language like Russian should be begun early, i.e., in the grades.

2. Many Russians speak English; few Americans speak Russian.

3. The study of foreign languages makes it easier to understand the mechanics of one's own language.

It is not clear from these reasons why Russian is chosen. For example, on the basis of these reasons, why shouldn't the language of our friendly Latin-American neighbor Brazil be taught? And Portuguese is not the only

other language that meets these tests.

Plato in Elementary Schools

Gifted grade school children in Louisville "may be reading Plato" it is announced for next fall as part of an unusual junior Great Books program. The works of Plato specifically mentioned are the "Crito" and the "Apology." The program is under the direction of John Ford, a professor of philosophy at Bellarmine College, who says the "youngsters' grasp of the works of Plato is remarkable." The

project is receiving a grant of \$7,300 from the Fund for the Advancement of Education to make it possible to offer the program to 400 children from the fifth through the eighth grades. We would like to suggest to the Louisville authorities a rather perspicacious review of the Great Books in the *New Yorker* of November 29, 1952, and our own *Great Books: Panacea or What?*

These articles are an interesting sidelight on Catholic education in 1958.

E. A. F.

CATHOLIC COLLEGES AND UNIVERSITIES

NEEDED: Education for Accountants

Educational requirements for entrance into the field of public accounting are being subjected to critical review by authoritative groups within academic and professional circles. In 1956 *The Report of the Commission on Standards of Education and Experience for Certified Public Accountants* recommended the establishment of a postgraduate professional program within schools of business administration designed especially for the training of individuals who choose public accounting as a career.

The Problem

The proposed professional program is generally conceived as extending over a period of twelve months (a minimum) including an internship of approximately three months in the office of a public accounting firm. The professional courses are to be preceded by an undergraduate curriculum for accounting majors. The establishment of these postgraduate programs will necessitate basic revisions in current undergraduate programs in accounting. The Commission recommended "that the accounting curriculum at the undergraduate level could be restricted to basic courses in principles, leaving to the postgraduate professional program the specialized and professional aspects of preparation for public accountancy."¹

A recent article in *The Journal of Accountancy* stated that professional schools

Brother La Salle, C.S.C., C.P.A., Ph.D.

Chairman, Division of Business Ad.

St. Edward's University

Austin 4, Texas

will be developed through the leadership of those who start early and show the way.²

"Some colleges and universities may be able to go ahead in the near future, under the influence of strong personalities either on their staffs or among practitioners interested in them. Perhaps a few 'high peaks' for college CPA preparation can be established in time to have some influence on this generation, but they had better be started soon if that is to be the case. In ten years it will be difficult enough for the colleges to keep up with present responsibilities without adding any more."

A Proposed Solution

It is the purpose of this article: (1) to alert administrators in Catholic colleges and universities to the revised concept of education for accountants; and (2) to urge that Catholic institutions of higher education take the lead in the development of postgraduate accounting programs.

The larger Catholic universities and colleges must assume the initial responsibility

for originating such accountancy programs if Christian traditions and teachings are to be preserved in this important area of business education. However, the sole responsibility for maintaining the Catholic position cannot be relegated exclusively to such institutions. Co-operation must come from all individuals and organizations interested in the promotion of Catholic education.

In order that Catholics may not by default forego a role of leadership in education for public accountancy, it is proposed:

1. That a national meeting of the heads of departments of accounting and business administration in Catholic institutions be called to study the advisability of establishing professional schools of accountancy
2. That the accounting departments of all Catholic institutions assist in the development of these postgraduate accountancy programs
3. That once such programs are established that qualified accounting students be encouraged and counseled to pursue advanced studies at these schools.

These proposals are based on a personal conviction that as long as there is a need for Catholics in the world of business that there will also be a need for Catholic schools of business. It is most disturbing to consider the possibility that once again Catholic institutions may concede the primary position of professional education to secular schools. Herein lies a real challenge to the courage and initiative of Catholic educators.

¹American Institute of Accountants, *Report of the Commission on Standards of Education and Experience for Certified Public Accountants* (Ann Arbor: University of Michigan Press, 1956), p. 130.

²Arthur M. Cannon, "Education and the CPA Standards Report," *The Journal of Accountancy*, January, 1957, p. 37.

Science Slide Studies

(Concluded from page 35)

with practically no others. Many slides that would provide excellent microscopic studies if one's class consisted of but few pupils to whom one could give almost individual attention gave vague shadowy reflections on the wall screen in even a completely darkened room. This, too, was scrapped; that is, was exchanged for an opaque projector which had a limited use in picture studies even if it did not help out with the microscope problem.

We were more wary now. We bought nothing without an extensive demonstration in all kinds of light conditions. We also insisted that the salesmen use slides of our choice after he had used his own which were usually corn stems or something with equally distinct features. At this stage in our search we were fortunate to meet a young man who became as fascinated with our problem as we were. He is a salesman for a company that sells visual aids and he not only brought out to school everything he had in stock but even went to other schools and borrowed their equipment and demonstrated it for and with us in our laboratory.

The Final Successful Solution

As a result of this research over a period of 20 years we have finally worked out a method that we find satisfactory.

We use a slide film projector with a 500-watt bulb. We had limited success using a bulb of 300-watt strength, but the stronger illumination gives a much clearer picture. In the projector we use transparencies of slides that are sold by a number of biological supply houses. These are carefully selected to match as nearly as possible the slides we think a high school course should consider.

We experimented with both a glass-beaded screen and a flat white mat and found that, though the former gave a sharper and more clear picture, yet it was clear only for those students who sat directly in front of the screen. Those who were at an angle on either side, as at least half our students are, saw practically nothing. On the flat mat there is a really good if less brilliant image visible to the entire class.

In teaching the use of the microscope we follow this pattern: Two students share a scope in the preliminary instruction in which we teach its parts in detail and the function of each part. Each then learns to focus with a slide on which crossed threads have been mounted so as to get an idea that a slide is three dimensional. Next he tries a slide on which

New College President



Rev. Brendan Downey, O.S.B., is the new president of St. Benedict's College, Atchison, Kansas, a men's college enrolling more than 600 students.

the letter "e," as cut from newsprint, has been mounted so that he will learn that the microscope shows an object in an inverted and reverse position. We are now ready for an actual slide.

When the class enters the room the flat white mat is in place. It is fastened to an ordinary window shade roller set in brackets purchased from a hardware store. The brackets are attached to the top of one of the supply cabinets in the laboratory, and the shade can easily be raised or lowered as needed. The slide film projector is in focus for the transparency that matches the slides of the day's lesson.

As soon as the class has assembled the image of the slide is thrown on the screen. The intensity of color in the transparency makes it possible to get a clear-cut picture without darkening the laboratory at all. There is a complete discussion of the subject, the teacher usually standing at the screen indicating with a pointer whatever details she considers important. Such considerations use from ten to fifteen minutes of the 90-minute period. The students then focus their own microscopes and study the slide they find on the table to which they are assigned. Each student works completely on his own. He makes a drawing of what he sees and labels it. The one who is waiting to use the scope when his partner finishes has definitely assigned work, usually a set of questions on the board referring to the slide or the tissue of which it is a part. The laboratory report finally handed in consists of a labeled drawing of a part or all of a slide and the answers to the

questions. When only a part of a slide is to be reproduced in a drawing the teacher definitely shows how much is required on the transparency.

The four biology teachers on our staff as well as our general science teacher are convinced that we have worked out a good solution to the problem of slide studies for large classes. We think that the high school student should have the satisfaction that stems from microscopic study, and that any course in which no such training is offered is inadequate. All are aware however that prior to the adoption of the present method some of the students, most of the time, and all of the students, some of the time, were not seeing what they should and were wasting time. Since its adoption there has been a quickening of interest on the part of the students and a much greater degree of accuracy in their laboratory reports.

Arithmetic Formulas

(Concluded from page 47)

they also figured the spot where it ought to be. With telescopes they located it where their calculations had guided them to locate it. But the telescope alone, without the formulas to give this direction, might never have discovered the planet Neptune. And using this acquired knowledge, other discoveries will be made.

Our national endurance depends upon technological competence in scientific and engineering knowledge. The foundation for much of this lies in the arithmetic work of the upper grades. It merits the full and concentrated attention of teachers in these grades. Granted that use of formulas is only one aspect of the work, still it is a vital part. It deserves drill for its content and practical value. A teacher who does well in this matter has given a worthy public service and likewise deserves commendation. It is the nation that is not only the possessor of formulas but also the maker of new ones that can provide the peace and serenity that such security gives.

COMING CONVENTIONS

September 15-19. The Thirteenth Annual Instrument Automation Conference and Exhibit. Philadelphia Convention Hall, Philadelphia, Pa.

October 26. Michigan Unit of the Catholic Library Association. Sacred Heart Seminary, 2701 Chicago Blvd., Detroit 6, Mich. John M. Grey-Theriot, Chairman.

January 26-30, 1959. Annual Reading Institute. Temple University, The Reading Clinic, Department of Psychology, Philadelphia 22, Pa.



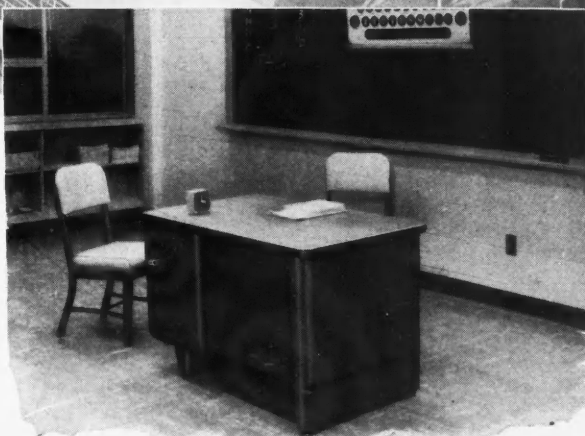
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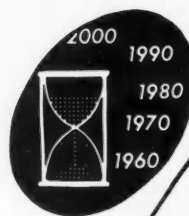


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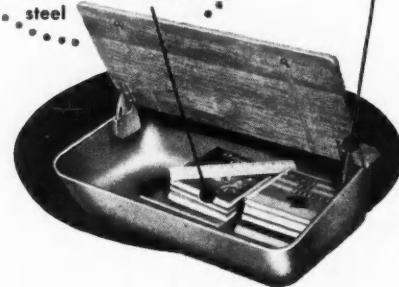
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MANAGEMENT SECTION

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VISION master key to man's
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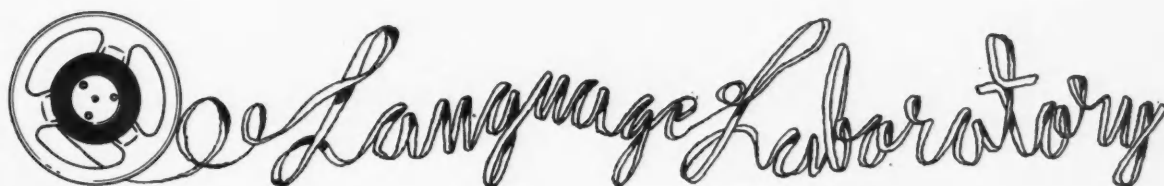
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This is the machine age in language study with the modern



By JOHN P. HUGHES, Ph.D.

Head, Department of Modern Languages,
St. Peter's College, Jersey City, N. J.

● AMERICAN COMPLACENCY and self-satisfaction, always considerable, received no doubt its worst shaking up when Russian scientists and engineers succeeded in putting an earth satellite into orbit before ours had been able to do so. The repercussions have been heard in every quarter of the country, but especially in the field of education, where there is a ground swell of demand for improvement of our schools and teaching methods.

The loudest cry is, of course, for more science and mathematics; but there is also a demand for more foreign languages. The general public is more and more coming to regard foreign language study as important for our times and to demand more results from the teaching of languages—even at the cost of higher tuitions, better pay for teachers, and more time devoted to the subject.

An increasing number of teachers of languages are now ready with an answer to this demand. Although their field has been absolutely the dean of inhabitants of

the doldrums (having changed its methods only superficially in 1500 years), the past ten years have brought a profound revolution, little publicized outside of professional circles. The outward sign is now making its appearance here and there in schools all over the nation under the name of "the language laboratory."

As recently as five years ago, the question most discussed at conferences of language teachers was, "Should we have a language laboratory?" Today the question is, "How do we build and use the language laboratory?" This new facility is definitely on the march. Without doubt, before ten more years have passed, no high school, college, or university which hopes to be regarded as better than second-rate will be without it—regardless of whether or not the staff and administration are entirely convinced of its merits.

What Is a Language Laboratory?

In essentials, a language laboratory is simply a rather large room in which have been installed rows of semi-soundproof

booths, in each of which a student can sit listening to and imitating aloud the recorded language he is studying.

The size of the laboratory, in terms of the number of booths, is quite variable. However, the name is not really properly applied unless there are enough booths to accommodate the *largest* language class that is to be expected in the particular school. Experience shows that with anything less the laboratory can be used only on an optional basis and only with the students who least need it, and its distinctive techniques are not called for or used. Larger laboratories have the advantage that more than one language class can be handled in the same scheduled hour. The limitation here is the number of programs or channels which the equipment can send out at the same time. Equipment for handling more than three or four channels becomes electronically complex and more expensive to build.

The language laboratory developed out of the simultaneous-interpretation setup that was worked out for the Nuremberg



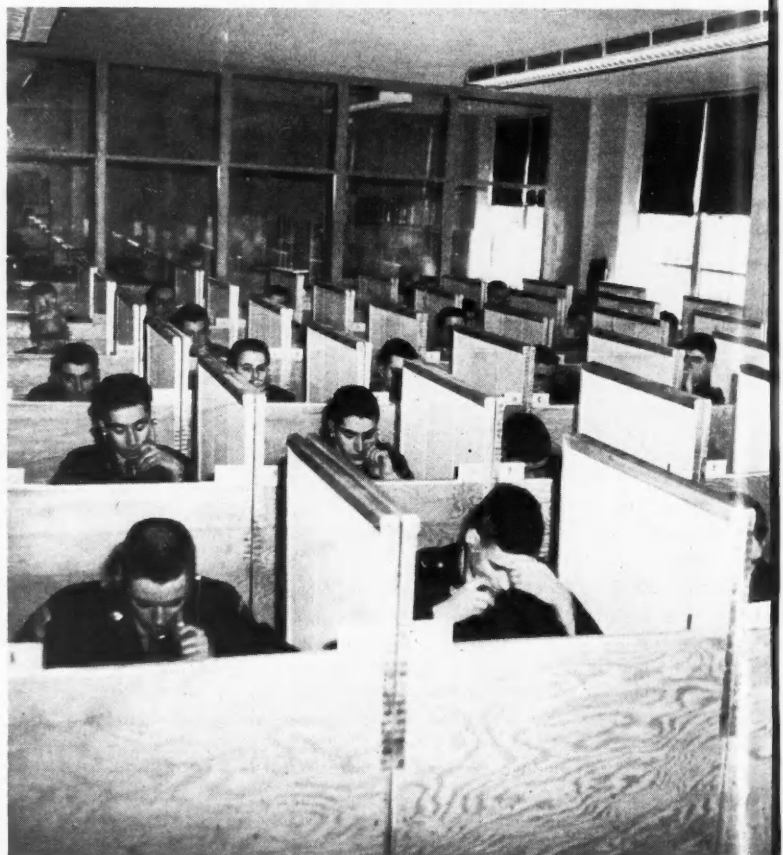
Dr. John P. Hughes, chairman of the Department of Modern Languages and author of this article, is shown at the control console of the new language laboratory at St. Peter's College, Jersey City, N. J. He can monitor the recitations and give individual help to students.

There are 42 semi-soundproof booths in St. Peter's language laboratory.

Students listen to tape recorded lessons, repeating the language phrases and correcting their mistakes.

A major advantage of this method is that all students drill during the entire laboratory period.

When Dineen Hall was planned, architects specified extra conduits for wires so there is little wiring visible and students cannot tangle their feet in it.



trials, and later adapted by the United Nations. The original Nuremberg arrangement is still used at Georgetown University to train interpreters and simultaneous translators. However, as is so often the case, its derivative, the language laboratory, threatens to reach greater stature than its parent. As far as I know, the first language laboratory in the world was built in 1949 to the specifications of Dr. Leon E. Dostert, Director of the Institute of Languages and Linguistics at Georgetown University. Unfortunately, Catholic institutions have been slow to follow their dean in this brilliant bit of originality and leadership in a long-neglected field, due partly to a traditional conservatism and partly to a constitutional reluctance to spend money.

Technique of This Laboratory

In the original version, each laboratory booth was equipped with a tape recorder, earphones, and a multichannel listening device by which the student could tune in any one of several programs being played on other tape recorders at the central control station. When he had selected his proper lesson, the student would hear in his earphones model material recorded for him by his professors. In moments of silence left for the purpose, he would try to repeat the model, giving as exact an imitation as he was able, and recording it on the tape recorder in his booth. Later he would listen to the original again while playing back his recording, carefully noting discrepancies between the original and his version. These steps remain the basic operation of the language laboratory, although the mechanics of accomplishing these activities have been varied. Sometimes, for example, the individual student-operated tape recorder, besides being expensive, brings various troubles and problems and so many ways of eliminating or simplifying it have been tried.¹

If there were no more to a language laboratory than this, one might be inclined to say it is hardly worth the expense. But setting aside the fact that there is much

more, as we shall presently show, it still would be worth its cost. Consider, first, that the student can hear really authentic French, German, or whatever language is studied, spoken by native speakers with cultivated accents—even when his school cannot or will not afford a truly professional teacher who really speaks comprehensibly the language he teaches.

Consider, too, that the student is learning by ear rather than visually. He is learning to attach meaning to spoken syllables rather than to figures on a page. It is estimated that more than 90 per cent of what we learn nowadays is learned through sight, which puts linguistic study at a staggering disadvantage. In his isolation, the student's self-consciousness and reluctance to imitate aloud are eliminated.² He hears himself as others hear him—an experience he has never had before—and is able to compare objectively his French or German with a native speaker's.

Whatever the exercises given him, each student works every minute of the period, instead of reciting for five minutes out of 50 once every two weeks. It is as if the teacher were drilling each student individually for one whole period. The tape recorder and booth setup multiplies the teacher by 20, 30, or 40. Moreover, it takes over that part of his task which is mere mechanical drill, leaving him more time in the classroom for the explanation of difficult problems. Now the teacher may use the class period for the introduction and explanation of new material and for discussion and clearing up of difficulties, because he refers exercise and drill—which really constitute the major part of language learning—to the laboratory where keenly engineered machines will do it with modern efficiency.

The language laboratory, then, would be a valuable new tool, even if it were to be used by teachers entirely satisfied with the methods they are now using and not planning any changes. It would enable them to do more efficiently many things they have always done. It makes possible more drill and practice, a desideratum on which all teachers of languages would undoubtedly agree. But, parallel with the development of language laboratories is the development of new methods of language teaching that are available to teachers interested in trying them, whether

or not they have a laboratory at their disposal.

New Linguistic Methods

These new methods result from the application of scientific linguistics to the problems of teaching languages. The linguistic approach to teaching languages has been developing for about 25 years as linguistics has taken a more and more prominent position in the larger universities. Linguistic teaching methods have proved strikingly successful wherever their results have been observed. They have created a demand which has quite outstripped what is available, although a few preliminary manuals of the principles of linguistics have appeared.³ The so-called "army method," which received considerable publicity and discussion during and after the recent war, was one linguistic method. Originally it consisted of bringing before a class an "informant"—a person who was a cultivated speaker of the language to be learned, but not necessarily otherwise qualified as a teacher—and a linguist, who used the informant as a storehouse of authentic data which he analyzed and explained for the class.⁴ Many a former G.I. remembers these classes and how much more they taught him than his high school language courses.

The Laboratory Exercise

When the language laboratory appeared, the recorded tape took the place of the informant. The following formula was developed for laboratory exercises:

ENGLISH VOICE: The house.

INFORMANT: La casa. (Pause, during which student repeats.)

INFORMANT: La casa. (For correction of the student pronunciation; then pause again, during which the student repeats again.)

ENGLISH VOICE: Of my father.

INFORMANT: De mi padre. (Pause)

INFORMANT: De mi padre. (Pause)

ENGLISH VOICE: Is big.

INFORMANT: Es grande. (Pause)

INFORMANT: Es grande. (Pause)

³For example, Louis H. Gray, *Foundations of Language* (New York: Macmillan, 1939); E. H. Sturtevant, *An Introduction to Linguistic Science* (New Haven: Yale University Press, 1947); John B. Carroll, *The Study of Language* (Cambridge: Harvard University Press, 1955); H. A. Gleason, *An Introduction to Descriptive Linguistics* (New York: Henry Holt & Co., 1955).

⁴The method was developed to meet the problem of teaching troops languages such as Burmese and Thai, of which there were not half a dozen native speakers in the United States, let alone teachers. With better known languages, the linguist could often be his own informant. Of course, not all trained linguists were outstanding teachers, and sometimes they did not do a particularly brilliant job of putting across the material.

The Berlitz schools might be regarded as the other half of the army method, giving the class the informant without the linguist. In any case, these army classes devoted immensely more time to the language than is usual in college courses, and this concentration must be allowed for in evaluating the results.

¹At St. Peter's College, for instance, the student booth has only three pieces of equipment: earphones, a microphone, and an amplifier. The laboratory was so designed that the instructor from the console chooses the channel to which a given student can listen. The instructor can switch in on the student and hear what is being said into his microphone, as well as what comes off the master tape. He can talk to the student directly from the console by means of a microphone, without disturbing other students in the class. He can also record what the student is saying into his microphone and play it back to the student. The switches for all these maneuvers are incorporated into a marvelously simple control board. The simplicity of installations in the students' booths has paid off handsomely in lack of delay due to breakdowns, tangled tape, and the like.

²Experience shows that six students seated around a table listening to a tape recorder on the table do not accomplish anywhere near as much as the same six students in semi-soundproof laboratory booths. The reason is probably the greater isolation and privacy of the latter. To make the booths completely soundproof would be more expensive and would isolate the student too much until there would be no concept of a class. Also, the booths would be stiflingly hot in warm weather.

ENGLISH VOICE: My father's house is large.

INFORMANT: La casa de mi padre es grande. (Pause)

INFORMANT: La casa de mi padre es grande. (Pause)

Although other linguistically oriented exercises have been devised since, almost all commercial recorded language courses now on the market follow this formula, except for one or two recorded more than 30 years ago.

Traditional Language Methods

Traditional methods of language teaching endeavored to ascertain the principles on which the language operated and to state these succinctly in the form of "rules," which the student was to commit to his conscious memory. It was assumed that once he understood and remembered all the rules, he would have a mastery of the language. But we now realize that linguistic skill, like playing the piano or driving a car, operates on the *subconscious* level. It is a complex of habits and reflexes. Merely *understanding* the principles of a language's construction will not enable one to understand the language or to express himself in it.

Given much constant application for a very long period of time, the traditional

lowers them with new or borrowed words and even when trying to speak other languages,⁵ although he might not without long reflection be able to state any rules. Indeed, many principles followed by native speakers have never yet been stated in any grammar.

Much more could be written about linguistic methods suitable to or facilitated by the laboratory. From the viewpoint of the administrator charged with the management of a school, however, the relevant questions about the language laboratory are not those of desirability and method, but of practicability and expense.

Cost of the Language Lab

A school contemplating the installation of an up-to-date language laboratory should figure its cost on the basis of slightly more than \$200 per booth. Of this, the cost of constructing and assembling each booth would be under \$100. Sometimes the school's own maintenance staff can construct booths, or they can also be purchased ready to assemble. The remainder of the \$200 represents the cost of electronic equipment, its installation, and the electronic and power wiring.

In practice, it is desirable to have a few more booths than are needed to seat

will cheerfully give advice and estimates.

Here arises one problem faced by the administrator. Unless he happens to have on the staff of his language department a professor who has worked with one of the established laboratories or some expert electronics men in his physics or engineering departments, he has no one to guide him in choosing a firm of engineers and in deciding on the precise design of the laboratory, and the exact nature of the equipment to be ordered and installed. While the supplying engineers are generous with expert advice, they do, of course, have a vested interest. Therefore, many an administrator is reluctant to act as he weighs the expenditure of a substantial amount of funds (never too easy to come by) on a rather technical piece of equipment. Like the motorist buying a used car, he feels acutely the lack of an expert who is on *his* side.

At present, no one solution can be suggested for this serious problem. Simplest, perhaps, would be to hire a professor with language laboratory experience before building a laboratory. Failing this, it would seem justifiable to engage the director of an established laboratory as a consultant in the planning and contracting for a new installation.

Financial Outlay

Although the financial outlay required to build a language laboratory is substantial, it need not be a shattering blow if a laboratory fee is charged, as is customary in the sciences when expensive, special equipment is required. A fee of \$5 to \$10 per semester is not unreasonable. If 100 students register for a foreign language every year, there would be \$1,000 to \$2,000 each year with which to pay operational costs and amortize the original outlay, probably within ten years. Banks might lend the necessary sum if it could not be raised by a special fund drive. Actually, the fund drive would seem to have good prospects considering how many parents nowadays are anxious for their children to have better instruction in languages.

Operating Costs

What are the recurrent operational costs of a language laboratory? First, there is recording tape and accessories, which may well run to \$500 a year or more, depending on the size of the laboratory. Although the equipment draws more electric power, this expense is negligible. The one or two kilowatts will hardly be noticed in the school's total electric bill.

One should figure on hiring a technician, or several part-time attendants, to super-

In the United States today, the U. S. Office of Education reports:

200 COLLEGES AND UNIVERSITIES

50 HIGH SCHOOLS HAVE LANGUAGE LABORATORIES

"Without doubt before ten years have passed," states Dr. Hughes, "no high school, college or university which hopes to be regarded as better than second-rate will be without it . . . regardless of whether or not the staff and administration are entirely convinced of its merits."

method can achieve success, once the governing principles through being applied hundreds of times have been established in the subconscious. Again, it is the same process by which one learns to play the piano or drive a car. However, in the United States, the time allotted to language study has been reduced to near the vanishing point.

The modern strategy, therefore, is to aim at the subconscious from the first: to build habits by the massive repetition of patterns embodying a linguistic principle, without necessarily ever stating the principle for conscious comprehension. The objective is the situation of the native speaker, in whom all rules of grammar are so thoroughly ingrained that he fol-

lows the largest language class that is to be expected. Thus, a school where language classes are not allowed to exceed 30 should construct 35 booths at a cost of approximately \$7,200. When language classes run to more than 30 students, the languages are being badly taught, and so the larger laboratory they require is all the more necessary. Today there are several firms of electronic engineers specializing in the construction of language laboratories from whom these materials and services can be obtained. They advertise in the professional journals and usually set up displays at conferences of language teachers. They

⁵German borrowing "sweater" as *Schwetter* or *Zwetter*; French borrowing "pudding" as *boudin* and referring to the English as *les godons*.

vise the laboratory during class hours. They would put on tapes as requested or instructed, rewind and file them, do most of the equipment handling, and make minor repairs. It would cost about \$20 a week when school is in session.

Some administrators may think of assigning this work to the language teachers. There are three reasons why this would be penny wise and pound foolish. First, in all schools, the teachers are probably paid several times as much per hour as the technician would be. Second, a laboratory adds hours to the teacher's schedule because he has to spend time preparing lessons and recording them. The teacher is fortunate, indeed, if he can prepare and record a 50-minute class period in less than two hours. Giving the teacher the chance (if he wishes to avail himself of it) of being absent during the playing of the tape will forestall the question of extra pay for recording time. Third, experience shows that students will want to use the laboratory voluntarily in their free time. Eventually the laboratory will be in such demand that the language department will be swamped and a technician will have to be hired anyway.

What About Maintenance?

The last principal operating cost is repairs and replacement with provision for modernizing the installation as newer

equipment models become available. Repairs, breakdowns, and wearing out depend a great deal on the original design and choice of equipment, another reason why expert advice is desirable during the original installation. Difficult as it is to plan a write-off policy, it would be most unwise not to plan on accumulating a reserve sufficient to replace all the equipment when it has become obsolete. This should be within a reasonably short time for this field is developing rapidly.

Allowing for all costs, however, it should be easy to pay for maintenance, to allow for depreciation, and to make a yearly payment on the original cost from the revenue brought in by a modest laboratory fee. Incidentally, this revenue will exceed estimates, since the laboratory results in higher registrations in language courses. Often it draws to the school students who want the advantages of such a facility.

Class Planning

In my opinion, use of the language laboratory should never be optional; either a whole class uses it as part of its regular course, or none of the students use it. Where there are three periods weekly in language courses, it works well to make one a laboratory period. Where there are four language periods, two may be in class and two in the laboratory. In the

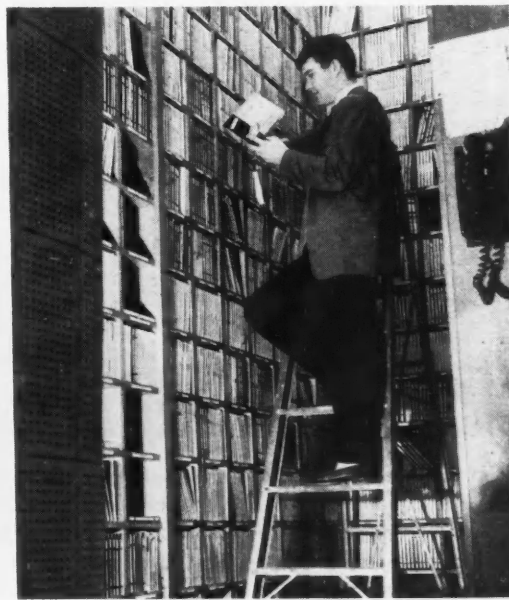
class before the laboratory, the professor explains the matter he will teach that week. In the laboratory, the class will be drilled in this matter. In the next following class, the professor will explain difficulties and correct mistakes.

Credits for Lab Periods

No clear policy has yet emerged on whether to count laboratories in language at half credit, as in sciences where two labs equal one credit point, or at par. There are good arguments for counting language laboratory periods at par. The halving of credit for science laboratories is mainly to allow for the time spent in setting up apparatus. In the language lab where the apparatus is much less complex, the technician can have machines ready to operate when the student enters the booth.

The administrator who finds that some members of his language staff do not want a laboratory may at once suspect that they are not keeping abreast of developments in their field. Experience shows, however, that if a lab is installed, teachers at first shy will sooner or later give it a try. Inevitably, they will in time become earnest and enthusiastic users—convinced mainly by the amazing progress made by their students.

A good deal of literature can be supplied for their guidance in preparing and



—Photographs courtesy of Reed Research, Inc.

Pioneering in modern linguistic methods, Georgetown University boasts a unique collection of master tapes in some 40 modern languages. At left, an instructor duplicates master tapes for use of individual students. At right is the record library stacked high with tape recordings.

recording exercises. Teachers might be sent to visit and observe in schools which have laboratories. For best results, an effort should also be made to recruit teachers trained in linguistic science. But fortunate will be the school which can obtain such a teacher, for they are in very short supply.⁶

Recording the Tapes

One major problem will be the supply

⁶Carroll (*op. cit.*, p. 221) estimates that there are not more than 300 in the nation.

of tape recordings for the laboratory sessions. Ideally, members of the language staff would be both trained linguists and also native speakers or equivalently fluent, so that each professor could design and record his own tapes. In that way, laboratory would be closely fitted to the classroom work. Even so, the preparation and recording would be a real burden. The teacher should at all times keep a whole semester ahead, recording during the summer all the tapes to be used in the fall. Needless to say, the majority of the

language departments in the country will be a long time in reaching this ideal.

The next best procedure, then, would be to find good native speakers to read their respective languages onto the tape. These speakers could be exchange students who may be already on the campus. They should be paid a fee for their time, another item to make allowance for in the laboratory budget. The least that should be done with a laboratory is to enable language students to hear genuine French, German, or Spanish of native speakers, where it has not otherwise been available. If "live" native speakers are not available, laboratory work will probably have to be based on commercially distributed recordings, utilizing their material as part of the classwork rather than vice versa.

Another solution would be for larger schools with all these facilities to lend or sell copies of their tapes to smaller schools. Some such exchange will probably be organized eventually when financing is available. Then there will be the pleasant prospect of students in the smallest schools sharing some of the educational benefits offered to students in the greatest institutions. The best educational resources of the country will be made available far beyond their home campuses. Such an exchange should, indeed, be a first step in a great period of progress for American education.

A Promise to All Education

The use of the electronic laboratory in teaching languages is only the first of many, indeed perhaps innumerable ways in which this equipment can improve education. To the farseeing administrator, the areas in which this tool can be used—perhaps with spectacular effect—offer almost limitless vistas. Here are the tools for teaching classical languages and Hebrew, for the correction of foreign accents, the improvement of speech and diction, music appreciation, teaching the reading of musical notation, and perhaps absolute pitch; the improvement of reading, training in telegraphic code, and so on *ad libitum*, if not *ad infinitum*.

Since audial perception and memory are used hardly at all in modern educational processes (in contrast to the time before universal literacy when people learned mostly by the ear and seldom by the eye), it seems probable that subjects taught through hearing will be learned more effectively than subjects taught through sight.

In evaluating this article, the reader should allow for the enthusiasm of one

(Concluded on page 87)



A series of 12 full-color wall charts depicting situations common to any country are used in the language training program at Georgetown University. Charts picture a library, store, restaurant, depot, etc., in addition to the farm scene above. Pupils talk about the items and situations in the language they are studying. The copyrighted charts are part of a new "Modern Series in Foreign Languages" by The Bruce Publishing Co., Milwaukee, which includes tapes, textbook, and teacher's guide in German, French or Spanish for college or high school courses.

As school begins,
some words of inspiration
for all teachers

Mind Your Motives!

By REV. WILLIS L. WHALEN

*Principal, Central Catholic High School,
Portland, Ore.*

● THE COMMONLY ACCEPTED axiom that a man to be successful must sell himself on his job applies to teaching in all its force. The reason is obvious to every veteran of the classroom. School-work is a rugged occupation, and, unless the teacher is deeply convinced of its value, he will work halfheartedly or, perhaps, give up entirely.

Those of us who have toiled with children, especially teen-agers, know this to be a fact. The thoughtlessness of youth, its frequent unco-operative spirit, its failure to want to achieve, its restlessness, these defects and many others make our profession difficult and often thankless.

No matter how dedicated we are, there are turbulent times when the more human among us are tempted to let students stew in their own perversity. Some nights we would like to lock the classroom door and never open it again. In rare instances we might even feel the urge to pump a bit

of cyanide gas into the ventilating system and send them all on the Great Field Trip.

Most of us, of course, overcome these impulses in their more violent forms; but they do leave us wondering about the "glorious round of soul-satisfying experiences" promised us by that professor of education. They cause us to bend a slightly cynical ear to the glowing accounts of our vocation painted in pep talks by supervisors, superintendents, and convention speakers.

Some teachers will deny that they are affected in this manner. They claim to lead idyllic lives. Children are precious, so much fun, such invigorating challenges. Week ends are dull without them; vacations a bore.

With few exceptions these eternally happy educators have only a superficial grasp of what they ought to be about. They are not disturbed because they do not comprehend the seriousness of their work. The obstacles youth presents to its accomplishment are of small consequence because they have little understanding of what that accomplishment should be. For them life in the classroom is a social get-together, a happy outing. If everybody goes home smiling, hurray! The day is a success.

But teachers who realize that education is more than this cannot help but be discouraged by the difficulties they meet and the results they get. When this happens, they need dynamic motives to keep them at their task with the vision and vigor it demands. Otherwise they are doomed to inefficiency and mediocrity.

Satisfaction Motive Denied Teachers

Unfortunately, teachers cannot look for motivation where others find it, namely, in the satisfaction of viewing the final effects of their work. I have a doctor friend whose unselfish devotion to duty is exceptional. When I asked him the source of his unflagging energy, he confided it was the extreme satisfaction he receives when he sees his patients respond to treatment and regain their health.

It is this same sense of satisfaction that keeps most people at their jobs effectively. To do their best they need to see their ideas, their aspirations, their labors translated into concrete forms of final accomplishment. But this is rarely the privilege of the educator.

He is like an itinerant farmer who plants a field of seed and must then move on to plant another before the first reaches fruition. Occasionally, by chance, he may catch a glimpse of the mature stalk; but when he does, he cannot know with any

definiteness just what part of that maturity was brought about by him.

The effects of his work by their very nature are hidden. If he could dissect his students' characters and personalities and discover exactly what he has contributed to their perfection, he would find his satisfaction motive. But he cannot do this. Instead he must watch pupils come and go by scores year after year without ever knowing precisely what he has done to bring into being the object of his labors—the educated man.

Because we are denied the satisfaction of seeing in our students the final outcomes of education, there is a danger that we will seek motivation in results that are merely means to the real end. Then immediate objectives become for us ultimate objectives.

We limit our thoughts and ambitions to the multitudinous mechanics of teaching. We prepare classes, hear recitations, conduct drills, correct papers, give tests, keep order, and look for compensation in the successful fulfillment of these things. Youngsters being what they are, however, we are frequently robbed of this reward by their failures and our own frustrations. When this occurs repeatedly, as it is bound to do, the tendency is to grow weary, to try less hard, and eventually to become ineffective.

Find Motives in Ultimate Objectives

Lassitude is a constant danger in the lives of many teachers. It is kept in check by enthusiasm that springs not from immediate triumphs of the moment, but from a realization of their power to shape the destinies of individuals and society for time and eternity. If they have convinced themselves that theirs is the noble task of assembling the intellectual and moral machinery that will fix the course of history for men and nations, they will not falter.

But this is not an act once done and over with. It must be a continuous process, which begets a state of mind that casts a glint of importance on every facet of teaching and brightens its dark and discouraging areas with an attractive sparkle. Unless teachers develop this abiding conviction, they will not have a motive strong enough to prevent them from being poor educators and, most likely, unhappy ones.

It is clear, then, what we must do; namely, understand and keep consciously before us the true and ultimate ends of education. These goals are enough to stimulate any teacher with a modicum of good will to measure up to his maximum capabilities. They are in themselves a driving force. When they penetrate the

soul, they power it over obstacles. We find in the very thought of them the satisfaction we seek to make us do our job with the intensity it deserves.

Now, none of us is ignorant of the great aims of Catholic education. Why is it that so often they do not motivate us as they should? The trouble is we let them hibernate in some remote corner of our intellect. Instead of keeping them vibrantly alive, we lull them to sleep in our passive possession. They do not stir us because we do not stir them. This is the problem. Its answer is simple; we need to *think* these objectives into action. We need to unleash their potency with frequent if not daily meditation.

I am convinced it is right at this point many of us fail to become superior teachers. We have the talent and the skill, but we keep their stimuli buried in our unconsciousness. Weeks and months pass while we plod along at our work, seldom reflecting on the glorious goals God has given us. No wonder some of us tire and let down. Firm action springs from conviction, and conviction is born from nothing less than deep-down thinking that is not spasmodic but constant.

A Meditation for Teachers

We would all be better teachers, if every day we made this kind of reflection part of class preparation. To be practical: why not take some classic selection stating clearly the aims of Catholic education and read it prayerfully? These famous and oft-quoted words of Pope Pius XI might well serve the purpose:

It is therefore as important to make no mistake in education, as it is to make no mistake in the pursuit of the last end, with which the whole work of education is intimately and necessarily connected. In fact, since education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not wholly directed toward man's last end, and that in the present order of Providence, since God has revealed Himself to us in the Person of His only-begotten Son, who alone is "the way, the truth and the life," there can be no ideally perfect education which is not Christian education.

From this we see the supreme importance of Christian education, not merely for each individual, but for families and for the whole of human society, whose perfection comes from the elements that compose it. From these same principles, the excellence—we may well call it the unsurpassed excellence—of the work of Christian education becomes manifest and clear; for after all it aims at securing the Supreme Good, that is, God, for the souls of those who are being educated, and the maximum of well-being possible here below for human society. And this it does as efficaciously as man is capable of doing it, namely by co-operating with God in the perfecting of individuals and of society, inasmuch as the education of youth makes

on the soul the first, most powerful and lasting impression for life, according to the well-known saying of the Wise Man, "A young man according to his way, even when he is old, he will not depart from it." With good reason therefore did St. John Chrysostom say, "What greater work is there than training the mind and forming the habits of the young?"

But nothing discloses to us the supernatural beauty and excellence of the work of Christian education better than the sublime expression of love of our Blessed Lord, identifying Himself with children, "Whosoever shall receive one such child as this in my name, receiveth me."¹

In this inspiring passage the Holy Father gives us our *raison d'être* as teachers. But he does more; he nails to the masthead of our profession its real and ultimate objectives. If we hold our heads high and keep them in view, they will lift us above the comparatively petty problems of the classroom and fill us with zeal, strength, and constancy.

The Great Motive

The Pontiff outlines four points that merit special consideration. First, he states emphatically that education belongs not to time but to eternity. Its final goal is not in this world but in the next. The honor and glory of God through the salvation of souls is its supreme purpose.

Realize what this truth means to you. As a Catholic teacher you are intimately associated with Christ in the work of redemption. You are the one who prepares the soil of the soul to bear the fruits of Calvary. You sow the principles of truth and goodness from which springs a virtuous life. You dig and deepen the channels which carry divine grace. Pope Leo XIII wrote, "It is through men that men find their way to salvation." Next to the priest, who proves that fact better than you?

In every sense of the word you are an apostle. Furthermore, you are a *front-line* apostle with whom Holy Mother Church entrusts the sacred charge to teach all nations. As Christ has commissioned her to fashion His children in faith and morals, so she commissions you. Your success or failure will bear directly on her success or failure.

No one is more cognizant of this than her enemies. That is why in every land in every time when they seek to destroy the Church, they seek first to destroy the Catholic school. They look upon Catholic education as the great unifying and strengthening power of the Church. They believe that if they can separate youth from this source of faith and love and

loyalty, they can go far in crushing the Church herself, and with her the eternal aspirations of her children.

But the point is, do *you* believe this? If you do, can you adopt any attitude in the classroom other than that expressed by St. Paul when he said, "I will most gladly spend and be spent for your souls"?

Appreciation From Parents

Parents, too, recognize and deeply appreciate the force of Catholic education. I learned this well a few years ago when I had occasion to compliment a devoted layman on his extraordinary support of our schools. He had defended them and extolled their merits publicly at every opportunity. He had sacrificed a large part of his wealth to build and maintain them. I know, also, their welfare was the constant object of his prayer and mortification.

I received a letter from this gentleman acknowledging my compliments, which has been the source of much inspiration to me. He wrote in part:

You praise me, Father, for my devotion to God and His Church through the cause of Catholic education. Honestly, I don't deserve that praise, for my motives have really been selfish ones.

You see, I love my children with my whole heart and soul. Because of that love I want them to be successful and happy in this world. I want people to look up to them, to admire their honesty, their truthfulness, their prudence, their clean living. But most of all I want to be sure of their eternal happiness. These are my ambitions for my children.

Yet, on the other hand, I know that this world is literally vibrant with forces that tend to impede, to tear down all that I hope for my children. I am aware that this is an age when sin is modern and morality old fashioned, when temptations flaunt themselves from magazine stands, newspapers, billboards, motion pictures, TV screens, and other places. I am not a prude; I am not a pious pessimist, but I do know the occasions of sin for my children when I see them.

I am aware, too, that this is a Godless age, when scientists put the atom before its Creator, when educators deny the existence of the Deity, when millions of my fellow citizens have, if any, only the hazy notion of Jesus Christ Himself. I know these things are not the exaggerations of those whom sophisticates are wont to call "holy old fogies." I have only to open my eyes and ears and be convinced that they are very, very real.

My children must face these dangers and overcome them. My God-given responsibility is to see that they are prepared. I know that the only preparation that will be successful is that which will give them a strong living faith and a deep love for God and His law. I know, too, that the best means I have to do this is the Catholic school. There my children will be taught all that is necessary for a full life on earth. There their faith will grow strong and become invulnerable to attack, and their love for God will

¹Pius XI, *Christian Education of Youth* (New York: The American Press, 1936), p. 3.

increase and blossom and bear the fruit that will place them high in the estimation of their fellowmen and secure the eternal reward that belongs to the children of God.

If I have done anything worth praising, Father, these are my reasons. And, as you can see, they are selfish ones.

It is strange, but true, that both our enemies and friends often see more clearly than we the effects of our work. While they look at its final outcomes, we lose sight of them in the midst of its immediate intricacies. We pay so much attention to the means that we tend to forget the end.

But to forget the ultimate end of Christian education is to forget the very purpose of our vocation as teachers. We dare not do this. Instead, we must constantly remind ourselves of what we are about; namely, that we are partners of Christ making His redemption effective in the souls of men. Certainly this thought should spur us on to sweat and bleed a bit, if necessary, for the youngsters committed to our care. If we meditate on it, how can any one of us, whether he be priest, religious, or layman, not be sold on the fact that as teachers we are doing one of the greatest jobs on earth? Once we realize this, how can we hesitate to pour into our work all the zeal and strength we possess?

Man's Welfare in the World

However, if we still need a more immediate objective, the Holy Father provides that, too, when he tells us the goals of education include securing "the maximum of well-being possible here below for human society."

What does this imply? Namely, that as teachers we are eliminating at their very grass roots the ills and problems that beset our fellow men. Our task is to lift them from the morass of human ignorance and perversity and to bring them to the good things born of enlightenment and morality.

Others may contribute to specialized phases of humanitarianism, but only we work on all its fronts. Man's soul, his mind, his will, his body, his relationships with the individual, the family, the Church, the nation, the world at large, these are ours to develop and make perfect. In proportion to the success we achieve is measured the spiritual and physical well-being of the human race.

We must never forget that our classroom is literally the laboratory where the "better tomorrow"—of which optimists speak so eloquently—finds its beginning. Here we detect and destroy the virus of human error before it infects civilization. Here we blend truth, justice, and love into personalities that will promote peace and

progress. Here, within the limits of the divine plan, we set in motion an endless chain of thoughts and actions that will improve the lot of society and make its dwelling place more a valley of bliss than a vale of tears.

To do this successfully we must look to the future with the same bubbling enthusiasm so characteristic of youth. We, too, must see a star to grab, a castle to build, a world to conquer, not for ourselves, but for them. We ought not let ourselves be trapped within the narrow confines of the classroom and its everyday struggles. Instead, we must gaze beyond to the invigorating, long-range aspirations of mankind. Sometimes our students do this better than we. For while we harp at their inattention, they are dreaming dreams and seeing visions—the stuff out of which "better tomorrows" are made.

Alert to the World

The best teachers are those who are keenly aware of the world's activity. They have a dynamic interest in all phases of its affairs, which motivates their work. But some religious teachers fail on this score. They are afraid to become attracted by mundane matters for the reason that they cannot square such interest with their personal abandonment of material things. So they pull down the shutters on the world mentally as well as physically.

Their cloistered minds could be an asset from the viewpoint of their own sanctification, but from that of their students' education they are a detriment. After all, they must prepare youth for life here as well as hereafter. Man's material progress in the world and the progress of the world itself are not only legitimate ends of education but obligatory ones, if the "maximum of well-being here below" is to be attained.

It follows, then, religious teachers must be alert to secular aims of education. More than that, they must be enthusiastic about them. Otherwise they will cheat pupils of outcomes they have a right to expect, and they will deprive themselves of a powerful inducement to good teaching.

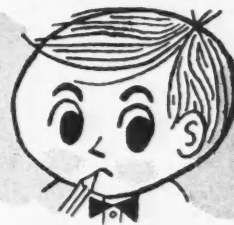
As for the fear that concern with things of this world will harm them spiritually, let them not worry. Thomas Aquinas, Albertus Magnus, Francis de Sales and many others kept up with life in their times and managed to become great saints while doing it. To keep abreast of the arts and sciences and their applications in our age is simply to keep tab on God's providence as it guides the human race to its perfection. There is nothing incompatible in this with the active-religious life.

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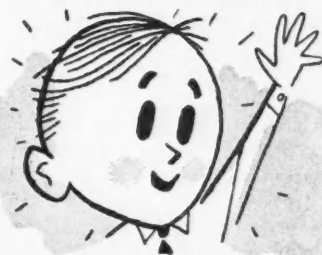
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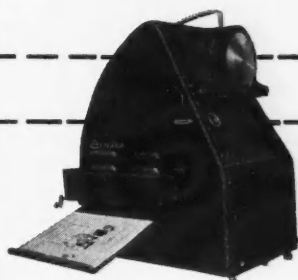
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The theology of Confirmation,
the Church's mission,
and good pastoral management
— all demand the



LAY APOSTOLATE



By REV. JOSEPH B. SCHUYLER, S.J.

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● LAY APOSTOLATE is a term which evokes variant reactions. Some relatively few lay people intend (generously they think) "to get into it sometime." Some pastors and priests (unfortunately too many) do not understand it, want nothing to do with it, refuse to allow it. Others want and need it desperately, but do not know how to effectuate it. A few (regrettably too few) use it well. Some priests and laymen consider it as a kind of supererogatory addition to normal Catholic life. Others, including an unbroken line of recent successors of St. Peter on the papal throne, see the Catholic life as essentially incomplete unless it includes the apostolate.

Pope Pius XII said recently to a meeting of apostolically active Catholic women: "The Apostolic See does more than tolerate your action. It *enjoins* you to exercise the apostolate . . ." (emphasis added). Pius XI had said: "A Catholic who is not apostolate minded is to that extent not a Catholic." Both the theology of the sacrament of Confirmation and the urgency of the Church's mission in the modern world, and the requirements of effective pastoral management undergird the principle of necessary lay involvement in the apostolate.

At the Second World Congress for the Lay Apostolate in Rome last October, 49 per cent of the world's Catholics were reported to be in Europe. Another nearly 33

per cent were in Latin America. Together these two continents would contain nearly 83 per cent of the world's Catholics, approximately 400 million people (if one may presume to profess such exactness in religious statistics). The unquestionable conclusion from multiple studies and observation is that less than 50 per cent of Europe's Catholics and about 10 per cent of Latin American Catholics observe the minimal religious obligations of attendance at Sunday Mass and Easter duty. This does not refer at all to living up to the full norms of Catholicism in all the areas of personal and social life. In view of the relative paucity of priests, another conclusion is also unquestionable: apostolic success in those lands, as has been increasingly recognized, demands formation, encouragement, and use of the laity's intensive and extensive co-operation.

The foregoing paragraph is not aimed at distracting from our own needs in the United States, but rather it emphasizes the seriousness of this universal problem. In previous articles in this series we have referred to such problems as "15 Million Lost Catholics,"¹ the losing battle in swelling suburbs, the deficiencies in many of our parish structures. There are other cancers: certain widespread and obviously un-

Christian marital and premarital behaviour patterns, the prevalence of materialistic and sensate values, our need for far more numerous conversions, deficiencies in interracial conduct, the ignorance of faith on the part of so many devoted Catholics, serious gaps in the Christian formation provided by most Catholic education whether in school, church, or home; frequent absence of Catholic principles in both political life and the marketplace.

Even in our own relatively favored country, where we have one priest

for every 700 known Catholics;

for every 1000 Catholics, practicing or lapsed;

for every 4000 Americans;

it is obviously and preposterously unrealistic to expect priests alone to exercise the leaven of Christianity throughout American life—even if more of them did not have serious inadequacies for the modern apostolate in their educational backgrounds.

Work of the Apostolate

Even if we prescind from those priests who still need convincing that the lay apostolate is not something to be accepted or rejected as one pleases, there remains an even more difficult problem: how to effectuate and utilize it. Ushers at Mass, callers at bingo games, hostesses at ladies altar society card parties, all make a valuable contribution to the parish, but they can hardly be said to be more than inside

¹See "15 Million Lost Catholics!" by Father Schuyler, CATHOLIC SCHOOL JOURNAL, Vol. 57, No. 10, Dec., 1957, p. 72.

the fringe of the apostolate. Many college graduates and other devoted laymen have "turned away sad" when their offer to help in the parish has been welcomed with requests for merely that kind of service.

In order to develop, or help in the development of the lay apostolate, we have to know what the apostolate is supposed to do. An elemental function of management, pastoral or otherwise, is to know the objectives of its enterprise or organization, and to be able to fashion and utilize means fitted to those ends.

Pope Pius XII at last October's Second World Congress, summed up the message of the First World Congress for the Apostolate of the Laity in 1951 as follows:

"It prompted Catholics to consider their duties not only toward themselves, but also the duties they have toward the Church, toward civic society, and all mankind. It forcefully underlined the importance of the laity's personal undertaking and bringing to successful conclusion a great number of tasks in the religious, social, and cultural field."

To Assist in Pastoral Work

After spelling out the relationship between the lay apostolate and the hierarchy, the Holy Father goes on to enumerate the tasks of the laity "in the crisis of the modern world." He sums up their responsibilities thus: first, to assist in actual pastoral work in view of the lack of priests, as many lay apostles have done in persecuted lands when priests were arrested or dispersed; second, to introduce a greater number of exemplary Catholic men and women into the ranks of teachers on all levels; and third, to have knowing Catholics involve themselves more fully and apostolically in their respective country's economic, political and social life.

He reminds us that the lay apostolate's functions are the same as those of any apostolate, namely spreading the faith and extending its sway. The Pope further specifies the strict meaning of the lay apostolate: "It consists in the laymen assuming tasks deriving from the mission which Christ entrusted to His Church."

To prepare for and exercise such an apostolate—which is no less than the Christianization of society—the Pope emphasizes the need for solid intellectual formation, not only for future teachers but for all lay apostles. This exhortation should settle the argument between certain proponents of the movement who try to give short shrift to intellectual formation while emphasizing apostolic action, and those who insist on providing an intellectual

foundation for all apostolic development. If the latter course were followed, we might be spared the frequent experience of stellar members of parishes or schools, heads of sodalities or Holy Name societies, who decline to answer the simplest questions on the faith because of ignorance. Gradually, we might be spared those who bow out of church work superficially because of some personal quarrel or grievance. Often they have a fundamental ignorance of the real motive for such work, namely love of Christ and apostolic responsibility, rather than mere personal enjoyment of the work or devotion to a particular priest or parish.

Since the Christian life imposes the obligation not only of not harming our neighbors but of doing them positive good, the Pope points to the need of finding out how they need to be helped. This involves study, he indicates, of actually existing conditions in the parish, in the recreation and communication fields, in the world of business and production, and in the field of politics and social relations. Here is the purpose of parish sociology.

Remember we are concerned here with the lay apostolate in local parishes and communities, not only on the apparently far-removed level of national movements and policies. The local priest, the local Catholic Action or lay apostolate group has quite a task before it. If success is to be won (and how urgent it is!), it means hard, unremitting and unending work. It also implies the need for humble recognition, on the part of both laymen and priest advisers, that very much has still to be learned.

In a previous article, we referred to the formation and functioning of Christian Family Movement groups as a potentially effective type of decentralized and expanded local apostolate.² Some months ago there was a discussion group of CFM chaplains on the group's objectives and the chaplain's role. Necessarily, the meaning and application of Pope Pius XI's statement was probed that the salvation of society required "the correction of morals and the reformation of institutions." (*Quadragesimo Anno*, No. 84; emphasis added.) "Just a minute, gentlemen," interrupted a young colleague, "what is this 'institution' business? I don't know what this is all about!" While this key concept was carefully explained and exemplified, another chaplain whispered audibly to his neighbor: "This fellow isn't giving us CFM; he wants to give us a course in sociology!"

We all laughed, but then I commented:

²See "More Mileage from Parish Societies" by Father Schuyler, *CATHOLIC SCHOOL JOURNAL*, Vol. 58, No. 6, June, 1958, p. 50.

"Fathers, many a word of wisdom is spoken in jest. You're right, you should have a course in sociology or its equivalent. We, the Church, and our CFM groups are supposed to be molders of society. That's the mission of the Church and the aim of the apostolate. How can one possibly assume the leadership or guidance of a group committed to the neighborhood social apostolate unless he knows how to analyze a society and its institutions, unless he knows what social order and social institutions are? Crowded communion rails are certainly an objective of the apostolate. But unless we show our people how to bring Christ from the sanctuary to social institutions, we've hardly begun our job."

This advice applies not only to CFM chaplains, but to all priests, and to all members of the laity with a role to play in the apostolate. It is part of what the Holy Father means in demanding a solid intellectual foundation for the apostolate. Despite much progress that has been made, many of our colleges and seminaries send their lay graduates and adult priests into society without an ability to analyze and assess its institutions and their own place in society. When this training is lacking, it must be made up either by formal study or informally by expertly led discussion groups. Only then, can they hope to know where they are going in the apostolate.

Redirect Parish Aid Groups

In the previous article on parish societies, mention was made of the frequent waste of dedicated man power in such exemplary groups as the St. Vincent de Paul society. Precisely these dozen or so men most interested in serving Christ and the parish in their less fortunate brethren often exhaust their time, efforts, and talents in handling the relatively very few poverty cases in the modern parish. Formerly before social welfare agencies had taken over many of the functions of religious charity, there was almost always some extensive need for parish-help to the poor. But today in most American parishes that need for help lies elsewhere . . . yet still within the Vincentian desire to provide for the less fortunate's temporal welfare so they may achieve spiritual well-being with less difficulty.

For example, how many young parents yield to the temptations of contraception because their earning power is not yet sufficient to finance new arrivals and expanded housing facilities? How many prospective students at Catholic high schools and colleges do not attend because their parents cannot afford it? True, there is no destitution; but there is such limitation on temporal resources so as to make the

achievement of spiritual values very difficult indeed. Only an analysis of local conditions could help one decide if the establishment of a credit union or co-operative would be indicated, or perhaps maternity and scholarship funds, or home expansion teams. Through an analysis of a parish's socioeconomic conditions, the leaders would find new ways to achieve old objectives, to provide help for people trying to find and follow Christ.

These examples are only one area open to apostolic interest. This article is being written in California where, at the present time, there is such pressing need for lay intelligence and leadership concerning the forthcoming vote on private school tax exemption laws. Such an issue is as much an apostolic concern as is provision for catechists to teach in released time classes or to prepare first communicants.

It is clear that priests *cannot* do all this by themselves. Whether or not they could, it is the laity who are most intimately involved in their local community's ways of life. It is the laity's responsibility to assess their community and to be prepared to exercise the leaven of Christian values in it. What if the laity is not ready to do this? Then it is up to the priests to help them. And if the priests are not ready? Then they have to receive the proper training to enable them to do so. The unquestioned burden of many papal statements over the years has been this matter of facing up to the Church's mission to the world. The laity have an essential role to play; priests need their help and should enable the laity to provide that help. Priests themselves should receive the kind of training which prepares them for this function. Thus says the Holy Father.

Mixed Reactions From Laity

Let us recognize and admit that the mere idea of the lay apostolate is no sesame. Not all laymen respond to the opportunity to participate. Many will dive in enthusiastically, find the water cold, and quickly withdraw. Many begin with devotion, contribute generously for some years, then gradually pass out of the picture. Many of the most vociferous in demanding a role in the apostolate are the least competent, constant, and trustworthy when given an opportunity. Many of the half-formed or unformed bruise easily and retire to nurse their injuries, real or imagined. Many, willing to be led into leadership, find no leaders.

Be that as it may, we simply have no choice, except perhaps surrender or trying to maintain a very unsatisfactory status

quo. The ideal Catholic parish has been defined as an organization of such spiritual and temporal characteristics that there exists in it **the practical and exploited opportunity for the spiritual and derivatively temporal richness of the faith to be brought to its every actual and potential member and to every institution of its coextensive civic community.**

Use All Parish Resources

Pastoral management must utilize all the parish's resources to achieve this objective. A major resource is the parish laity. It may surprise those who use the word "lay" in the sense of "secular" (e.g., the lay or secular political state) to know that the word "laity" has a very religious connotation. It is from the Greek *laos*, meaning a holy people concerned with the work of God. True, the hierarchy has the mandate to teach, rule, govern, and pastor the flock in matters of faith and morals. However, the whole Church is Christ's Mystical Body and therefore, the whole Church is called by Peter a royal race and priestly people. The whole Church therefore shares the mission of Christ to bring life to the world that it might possess that life more abundantly and thus be restored to the Father.

Kinds of Human Societies

The world consists of human society and its institutions, whether world-wide or in the local parish neighborhood. These institutions are society's ways of satisfying certain universal human needs. There are six basic kinds of societies. The political institutions provide for social order; the economic for temporal needs; the domestic for sexual and reproductive opportunity and control; the educational for passing on the cultural heritage; the religious for expressing man's relationship with God and confirming his personal and social values; the recreational for relieving tension and contributing to personal and social harmony. These six major institutions are universal in human society, though their forms have almost limitless variation. Always the key question must be whether the particular form of these institutions in our parish or neighborhood is in conformity with Christian living.

If they are in conformity, fine; we will strive to maintain and develop them. If not, it is the task of the Christian community to reform and sanctify them. For example, corrupt ward politics violate the Christian code and have a deleterious effect upon Christian living in the same way as national or international totalitarianism. Likewise for other institutions:

disproportionate availability of economic goods, accepted patterns of sexual and marital misbehavior, apathy in religious observance, amoral or immoral educational procedures and pedagogy in our classrooms, and perverted or stupefying forms of recreation—all are institutionalized forms of social and personal behavior from which the Christian community must first protect itself, and second, reform. Such duties are in largest measure the function of the lay apostolate. It is the work of God's people in a world desperately weary, needing sanctification and salvation.

Here I would like to emphasize again a point made in previous articles: there are rich but largely untapped possibilities in a decentralized apostolate, even within the parish. Obviously, the rectory cannot and should not be the center of authority of all attempts at institutional reform, except in quite extreme circumstances. Yet it can be a kind of nerve center, a source of encouragement, providing temporary leadership in some undertakings and even some directive ideas. The point is, pastors must be looking out to the whole parish and its institutions; they cannot have their eyes fastened merely on those parishioners who come to receive the sacraments.

After Failures, Try Again

The history of American business is, by and large, a remarkable success story, yet the history includes the record of hundreds of thousands of business failures. There is no reason to expect that the fruit of human efforts in apostolic enterprises is going to be much different in that respect from the fruit of business enterprises. We have to be prepared to experience failure. We must take it in stride and start over again. This attitude is emphasized because many persons and groups have tried, failed, and then stopped trying. We cannot afford that kind of defeatism.

A Sacrament Neglected

Not only good parish management and the urgent needs of the Church's mission require a lay apostolate, but likewise the theology of the sacrament of Confirmation. Few will deny that here is a divine gift of which we make very little use. True, as a sacrament, Confirmation certainly confers grace *ex opere operato*; but Christians seem to profit less from this divine gift than they should. Just as the communicant who receives the Eucharist with a minimal consciousness of what he is doing participates far less fully in communion with Christ than one who does

so with vital realization and desire; or as the married people conscious of their sacramental union and their shared guarantee from Christ profit far more from the graces of the sacrament than those whose consciousness of marriage does not extend to the sacramental. Truly most of our youngsters receive Confirmation so young that they cannot possibly understand its implications; they almost certainly forget about it soon thereafter. If these youngsters have already forgotten about it, then surely adults will be little conscious of the commitments they made as confirmed Christians.

Sacrament of Christian Adulthood

Confirmation has been called the sacrament of Christian adulthood, of the lay apostolate, and Catholic Action, of one's public membership in the Church. Baptism welcomes the individual into the Church; Confirmation welcomes him as a mature member with public responsibilities. Here is an essential aspect of Confirmation that is simply not known or appreciated by the great majority of our people. Of course, one reason for this deficiency is they have not been taught it. Unfortunately, it is a prime example of non-communication of a fundamental Christian value to the Christian people.

The full Christian life includes an assignment and a willingness to be a public witness to Christ and His Church. Not only did this apply to the Apostles who first exercised their apostolate at Pentecost, but it applies to every Christian to whom the Holy Ghost has come in His fullness at Confirmation. The liturgical ceremony in the German diocese of Münster is most impressive as the people renew their Confirmation on Pentecost Sunday. The diocesan prayerbook and missal, *Laudate*, has prayers (see box) that give an adult Christian an opportunity to reflect on the meaning of his commission to be a public witness to Christ. Such a renewal can help undo the relegation of Confirmation in people's minds to a childhood religious exercise.

When explaining this matter of the lay apostolate and the Christian's commitment to Confirmation in my university classes, I always experience a reaction of surprise. "We never heard that before," my students say, after 16 years of Catholic teaching. There is a similar reaction after sermons and retreats. All of which leads to two conclusions. First, there is much in Christian life which we are not teaching our people. Second, we might look for a very much more active and apostolic laity if we did teach it to them . . . and then invited them to live it.

Sacrament of Christian Maturity



— Official U. S. Navy photograph

Most Rev. William D. O'Brien, D.D., Auxiliary Bishop of Chicago, administers Confirmation at Great Lakes Naval Training center.

Prayers and Meditations for Renewal of the Sacrament of Confirmation

The diocesan prayer book and missal, Laudate, used in the German diocese of Münster, includes these prayers for a parish renewal of Confirmation on Pentecost Sunday.

First Prayer

PRIEST: Lord Jesus Christ, You promised Your Apostles: "You shall be witnesses unto Me." This word applies likewise to us. We also are to be witnesses unto You. In the sacrament of Confirmation You have, through the bishop's laying on of hands and anointing, given us the gift of the fullness of the Holy Spirit and anointed us as soldiers in Your Kingdom. The light which we had received at baptism was to become a brand of fire and set us completely aflame. The fire of the Holy Spirit was to fill us with courage and strength. Behold, Lord, we ask You today, renew in us this fire of the Holy Spirit. Grant that we, according to the example of Your Apostles, might overcome in ourselves all fear of men and human respect. Make us ready to profess our faith in You and Your holy Gospel.

PEOPLE: Make us ready, Lord!

There follows a series of short prayers and responses said alternately by priest and people, the final one being:

PRIEST: Strengthen in Your Grace all those whom You have signed with the

Sign of the Cross and anointed with the Chrism of Salvation. Let them grow in faith, and make their love strong. Let them ever more mature unto the maturity of Christ and as adult members of Your Church. Through Christ our Lord.

PEOPLE: Amen.

Meditative Prayer on Confirmation

Lord Jesus Christ, eternal Son of God, You have said: "You shall be witnesses to Me." Therefore to be a Christian means to profess, to give testimony to You and Your holy gospel. Christian life demands mutual help and co-operation in Your Kingdom. For that purpose You have instituted the holy sacrament of Confirmation. When the bishop, who possesses the consecrated fullness of the priestly power, administered this sacrament to us, we received at that moment the fullness of the Holy Spirit, and with it the full vocation to the common priesthood as well as the consecration of Your knight-hood. We were accepted into the company of Your soldiers and, just as the Apostles on the first Pentecost, we were called to a public and heroic profession of the Faith and to share in the work of Your Kingdom. From the condition of spiritual childhood we advanced to supernatural maturity and became complete, adult Christians.

Uniform System of Accounting

By BROTHER LEO V. RYAN, C.S.V., Ph.D.

Assistant Dean, Evening Division, Robert A. Johnston College of Business Administration, Marquette University, Milwaukee 3, Wis.

● WHEN the delegates to the 55th annual National Catholic Education Association Convention in Philadelphia, Easter week, unanimously endorsed the resolution "that this Association undertake the development of a uniform system of financial accounting and reporting," they reflected the growing interest in one of the key areas of school business administration.

In both public and private school circles, increased attention is being focused on the cost of education. The Rockefeller Report cites school finance as the major factor in providing education in the future.¹ Roger A. Freeman in his research on the subject, acknowledges the primacy of school finance, although his studies reflect a feeling that the nature of the school finance problem has been greatly exaggerated.² In both instances, the availability of reliable and comparable financial data is the key to appraising, studying and understanding the problem.

Mindful of the need for comprehensive, complete, and correct data, delegates to the Philadelphia Convention adopted this resolution:

WHEREAS, the need for continuous and current statistical evidence demonstrating the growth of Catholic education is imperative, and

WHEREAS, the expansion of Catholic education requires reliable data on revenue and expenditures covering both construction and operation costs for purposes of analysis and comparison, be it,

Resolved, that this Association intensify its efforts to adopt standardized educational terminology and develop a uniform system of pupil reporting, and be it further

Resolved, that this Association undertake the development of a uniform system of financial accounting and reporting and adopt standardized techniques of determining pupil costs.

¹*The Pursuit of Excellence: Education and the Future of America*, Special Studies Project Report V (Garden City, N. Y.: Doubleday and Company, Inc., 1958).

²Roger A. Freeman, *School Needs in the Decade Ahead* (Washington, D. C.: Institute for Social Science Research, 1958).

The need for accurate financial data represents a continuous need. Accounting records provide the historical data which reflect the revenue and the expenditure pattern of a business or an institution for a given period of time. As historical records, they serve a limited purpose. The real value can be derived from an accounting system when it is so organized that the data provided can be analyzed and interpreted. If the data resulting from the accounting system is to be of permanent value, it must be such that the resulting information can be used as a guide for future planning.

Who Knows Costs of Education?

Accounting data should help answer many questions: What does it really cost to operate our schools? What are the fixed costs? What are the variable costs? Where is the dollar break-even point? At what pupil size can the school expect to break even? If we build a new high school in Middletown, U. S. A., what should we expect to spend annually to support it? Why does the cost of education vary so much between two schools in the same city or in the same diocese? What are the real per pupil costs? Why do parochial school per pupil expenditures vary considerably from public school per pupil cost data in cities of comparable size? Accounting per se, will not provide the answer to all of these questions. Many of them reflect serious problems in the area of diocesan or parish policies governing school finance. Yet, in every case, accurate dependable accounting information provides the basic data for the review and study which must, necessarily, precede cost analysis.

The inability of many administrators to answer questions as proposed above lies in the lack of uniform accounting data. Ward Reeder, Professor Emeritus of Education at the Ohio State University, has observed: "Unfortunately, at present, most school

financial data of a comparative nature must be accepted with a grain of salt. . . . One of the chief adverse criticisms which has been, and still is being, made of school financial-accounting systems is the lack of standardization in the accounting forms, definitions, and nomenclature."³

This problem is not peculiar to parochial and private schools; it has been a plague to public school administrators over the years. At the present, the problem emerges unusually acute in parochial schools. As Catholic educators project our school population for the decade ahead and prepare plans to satisfy the educational needs of the future, special attention must be devoted to the immediate cash outlay and the ultimate cost of sustaining this educational system. The value of uniform accounting data that is accurate and reliable is self-evident.

Considerable progress has been made over the years by our colleagues in public school education. New York prescribed a uniform accounting system as early as 1916. Many states have since adopted uniform methods of accounting for school revenue and expenditures. These standards conformed to the recommendations of a National Committee consisting of representatives of the then Bureau of Education, Bureau of the Census, National Education Association, and the Association of School Business Officials. The Committee report was published as the United States Bureau of Education Bulletin, No. 3 (1912). A later revision, known as Circular 204 of the United States Office of Education (1940) served as a guide to Uniform School Accounting in recent years.

In 1957, the co-operative efforts of the Office of Education and five major educational groups was climaxed in the publication of the most comprehensive manual

³Ward G. Reeder, *The Fundamentals of Public School Administration*, 4th ed. (New York: The Macmillan Company, 1958), pp. 305, 562.

on financial accounting for schools now available.⁴ The handbook should be purchased and studied by every public and private school administrator in the country. It contains the foundation for accurate recording, reporting and interpreting of financial information. Utilization of this proposed accounting system would insure appropriate initial recording of financial data, improve the accounting for school funds, improve budgetary procedures, and establish a firm basis for cost accounting.

Beginning in September, 1954, a series of national conferences over a two-year period devoted exclusive attention to the development of a uniform system for reporting school revenue and expenditures. Conference participants were selected from among leaders in the five co-operating associations: American Association of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, Department of Rural Education, National Education Association, and the National School Boards Association. Additional handbooks will be prepared by the Office of Education and the co-operating associations to cover property accounting, student-body activity funds, stores, fund accounting, and similar aspects of school accounting.

The development of this handbook has been described elsewhere in greater detail.⁵ The brief statement here suffices to indicate the progress achieved by public school administrators in this vital area of administration.

In Catholic education, the degree of interest in uniform accounting has been increasing, also. As we steadily move away from parish and community conducted schools into a more extensive diocesan program of education, characterized by central or regional schools, the Catholic education system ceases to be a series of financially autonomous enterprises and tends to become a more integrated network of schools requiring common financial supervision. The need for proper and precise accounting and comparable data now becomes more urgent. Diocesan superintendents must be able to forecast construction and operating costs of schools in various sections of the diocese. In the past, superintendents have been concerned with the need for relatively uniform

patterns of instruction in a diocese; this goal has been undertaken through a uniform diocesan curriculum; single or multiple textbook adoption lists; diocesan-wide testing, and standardized teacher requirements. Policies on academic and disciplinary matters are quite uniform in almost every diocese. The next area of school administration to be unified lies in school business management.

The reader may wonder, "Is there any evidence of uniform accounting in the various dioceses of the country?" The subject of uniform accounting and financial reporting has not been researched extensively. Some dioceses do have uniform financial reports and make recommendations to principals indicating the type of income and expenditures that should be reported to the diocesan office. The number of dioceses doing this is not great. Some of the Superintendents have indicated that their financial reporting forms are antiquated and need revision.

In the study of business management in

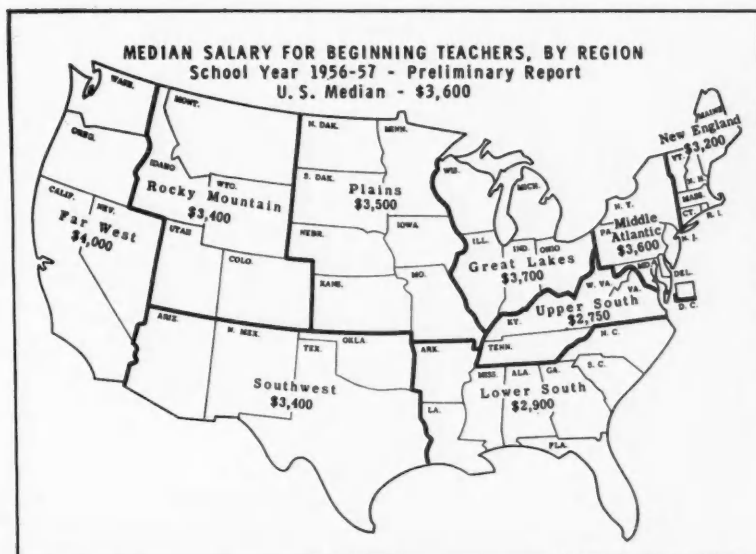
central Catholic high schools undertaken by this writer, some information on this subject was uncovered.⁶ From a total of 136 central Catholic high schools 40 indicated that they employed uniform accounting systems.

Schools With Accounting Systems

Three central schools, one each in the states of Illinois, Kentucky, and New York, reported that their school accounting system was based on the uniform system recommended by their respective state departments of education. This number represents 7.5 per cent of the central schools reporting uniform systems.

Diocesan accounting systems were reported by 29 administrators. This number represents 72.5 per cent of all the schools with uniform systems. The schools reporting uniform systems based on diocesan programs were located in the Archdiocese

⁶Brother Leo V. Ryan, C.S.V., "A National Study of Business Management in Central Catholic High Schools" (unpublished Ph.D. dissertation, St. Louis University, 1958).



A SALARY GUIDE FOR LAY TEACHERS

The salary map above is taken from "The Beginning Teacher," a preliminary report of a survey of new teachers in the public schools, 1956-57, just published by the U. S. Department of Health, Education and Welfare.

Note that the median salary of teachers beginning their careers in 1956-57 was \$3,600 for the nation as a whole. Regionally, the highest median salary, \$4,000, was found in the far West; while the lowest, \$2,750, was in the upper South. The median salary for

secondary teachers was \$100 more than for elementary teachers. In general, men were paid \$200 more than women teachers. The survey notes that the median salary was especially low, \$2,475, in rural school districts having fewer than 50 pupils.

Of the more than 400 beginning teachers surveyed, 20 per cent had emergency or sub-standard certificates, while 14 per cent did not have a bachelor's degree. The chart may be of help to diocesan and parish officials in deciding on salary schedules for beginning lay teachers.

⁴Paul L. Reason and Alpheus L. White, *Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts*, State Educational Records and Reports Series: Handbook II, Bulletin, 1957, No. 4, U. S. Department of Health, Education, and Welfare, Office of Education (Washington, D. C.: Government Printing Office), \$1.

⁵Joseph P. McElligott, "Handbook for School Accountants," *Nation's Schools*, Vol. 58, No. 11, Nov., 1956, pp. 90-96, 98, 102, 104-106.

of Los Angeles, San Francisco, New York, Philadelphia, and the Dioceses of Monterey-Fresno, Calif.; Brooklyn, N. Y.; Harrisburg and Scranton, Pa. Three dioceses with only one central school each in the study — Seattle, Wash.; Pueblo, Colo.; and Steubenville, Ohio — reported uniform diocesan accounting systems. Although several central schools in the Archdiocese of Indianapolis, Indiana, and Louisville, Ky., and the Diocese of Fort Wayne, Indiana, and Helene, Mont., answered the questionnaire, only one school in each diocese indicated a uniform accounting system under

diocesan sponsorship. Since the other schools in these archdioceses and dioceses did not report the same information, it may be possible that (1) the accounting system is not actually based on a uniform diocesan system; or (2) the uniform system, if it does exist, may not be obligatory. The basis of the system in the last four mentioned schools is, at best, uncertain.

Eight administrators (20 per cent) indicated that the books maintained by the school corresponded to the accounting system developed by the religious community in charge of the central school.

The status of general accounting practices in central Catholic high schools has been discussed at length by this writer on an earlier occasion.⁷ In the narrow confines of a diocese, one might assume that the costs of providing Catholic education might be similar. The "facts" do not always substantiate this inference. The "facts" to explain the difference are not always readily available. Unless similar income and expenditure accounts with identical accounting definitions are maintained, and a substantially similar method of recording and summarizing are developed, the "facts" available for comparison are not sufficiently reliable to be used as a basis for decision-making.

Advantages of Standard Accounting

The universal adoption of standards accounts and terminology in school accounting will: (a) help to insure appropriate initial recording of financial data; (b) improve the accounting for school funds; (c) improve school budgeting; (d) establish a sound basis for cost accounting; (e) improve the accuracy of local, state, and national summaries; (f) facilitate comparisons of financial information among communities and among States; (g) enable local and State educational authorities to obtain more suitable needed information for policy determination; (h) improve the accuracy of educational research; and (i) facilitate and improve reliable reporting to the public on the condition and progress of education.

The recommendation of a uniform accounting system is not new. Uniform accounting systems have been recommended by Father Bonnike⁸ and Father Owens,⁹ Brother Basil Rothweiler,¹⁰ and Monsignor Edward Spiers.¹¹ Father Rowland Gannon, in his study, *A Plan of Business Administration for Catholic Secondary Schools*, presented an accounting system "which was intended to be simple but adequate for the financial needs of a Catholic school or school system."¹² Both Father Dumas L.

⁷Brother Leo V. Ryan, C.S.V., "Accounting, Budgeting and Purchasing in Catholic High Schools," *The Catholic Educational Review*, Vol. LVI, No. 5, May, 1958, pp. 306-318.

⁸Francis J. Bonnike, "A Cost Analysis of the Current Expenditures of Catholic Secondary Schools" (unpublished Master's thesis, Catholic University of America, Washington, D. C., 1951), p. 54.

⁹Joseph Patrick Owens, S.J., "The Determination of Per Pupil Costs in Roman Catholic Schools" (unpublished Ph.D. dissertation, Fordham University, New York, 1954), pp. 158-159.

¹⁰Basil Rothweiler, F.S.C., "A Manual of Budgetary and Financial Procedures for Catholic High Schools" (unpublished Master's thesis, Department of Education, St. Louis University, 1947), p. 134.

¹¹Edward F. Spiers, *The Central Catholic High School* (Washington, D. C.: The Catholic University of America Press, 1951), p. 170.

¹²Rowland Edgar Gannon, "A Plan of Business Administration for Catholic Secondary Schools" (unpublished Master's thesis, Department of Education, Saint Louis University, 1950), p. 144.

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McCleary¹³ and Brother J. Alfred Moroni, F.S.C.¹⁴ have presented the basis for an accounting system for Catholic secondary schools.

The Superintendents Department, National Catholic Education Association, considered the problems of school business management at their November, 1957 Conference. This author presented some considerations on various aspects of school accounting at this meeting; the reactions were favorable and encouraging. The Superintendents are currently working on a project designed to develop a uniform system of pupil reporting. The need for uniform accounting and financial reporting has been felt although the method has not been entirely decided upon.

The Superintendents have a Standing Committee in Uniform Statistical Reports under the chairmanship of the Reverend Roman C. Ulrich, Superintendent of Schools of the Archdiocese of Omaha. The Committee is presently responsible for the development of the uniform pupil accounting project.

The resolution adopted in Philadelphia recognizes the efforts of the Committee and should serve to strengthen their efforts in moving forward in the area of uniform financial accounting.

That this project cannot be accomplished by the Superintendents alone is readily recognized. The task of developing an accounting system applicable in parish, private and diocesan schools is no easy undertaking. There exists a need for an Advisory Committee to co-operate with the Standing Committee of the Superintendents Department. Such a Committee should be composed of personnel from the accounting staffs and business officers of colleges, high schools, and universities; procurators of religious communities, and representatives of the accounting profession. These leaders are in a position to see the problem and would be able to guide diocesan administrators in resolving their difficulties through the development of a single, yet complete, accounting system.

Based on Federal Recommendations

The Uniform Accounting System proposed by the Office of Education is the logical basis for any system to be designed for private schools. Two reasons strongly support this contention. First, the accounting principles presented in the Office of

Education study are accounting principles of universal application. Accounting principles are equally valid whether employed in public or private school accounting. Secondly, any system developed from the standard revenue and expenditure accounts established by the Office of Education will insure similarity of definition and reporting. The resulting system will make it possible to compare public and private school cost data. As cited previously, present comparisons often lack validity due to varying bases of compilation.

Administrators reading this summary will readily recognize the values to be derived from a uniform system. To these advantages

can be added the benefits derived from a system that constitutes a standard operation procedure, readily adopted and widely understood. Developing a Uniform Accounting System depends on the enthusiasm and co-operation of all administrators. If you have had experience in this area of administration or are especially interested in helping develop a uniform accounting program, this writer would welcome your suggestions and recommendations. Co-operation in this vital area of school business administration will yield invaluable data for guidance in solving the problems of cost and school finance facing us in the years ahead.

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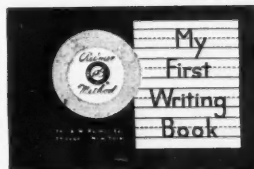
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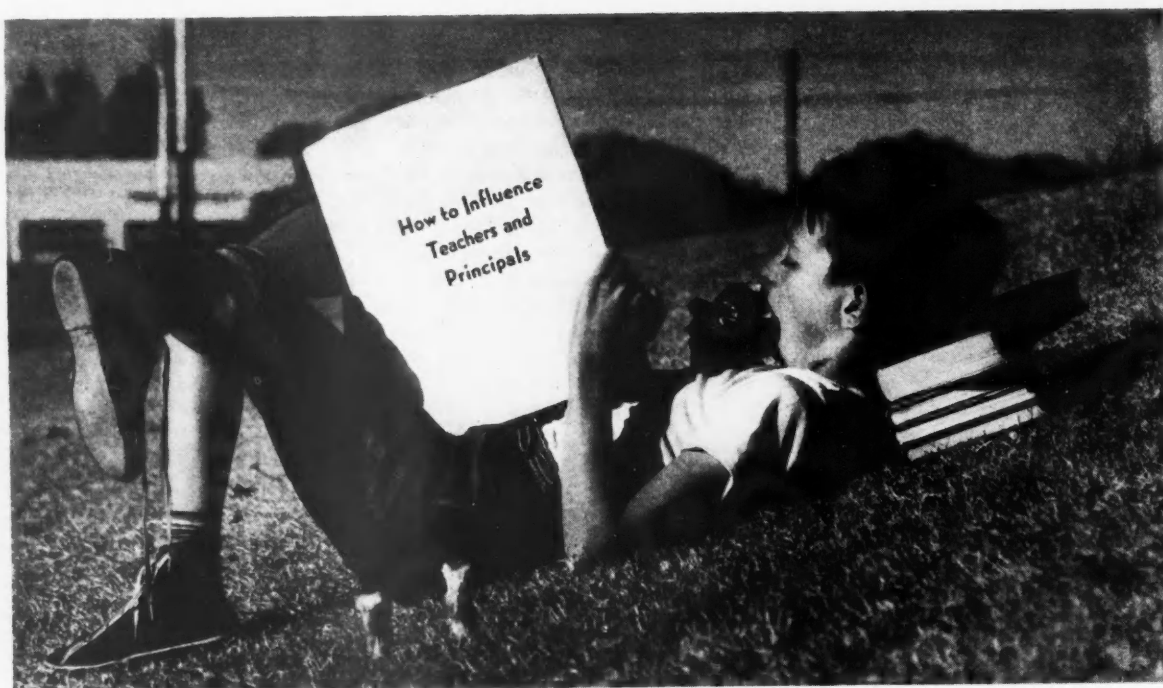
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¹³Dumas L. McCleary, C.S.V., "An Accounting System for High Schools Owned and Operated by a Religious Community" (unpublished Master's thesis, Department of Education, Catholic University of America, 1945).

¹⁴Alfred Moroni, F.S.C., "An Accounting System Manual for Catholic High Schools" (unpublished Master's thesis, Department of Education, St. Louis University, 1950).



What About School Attendance?

Some practical advice for teachers and principals

● **REGULAR ATTENDANCE** is fundamental to all school programs. Since absence from school constitutes an interference with the continuity of education, the cause and nature of the absence immediately becomes the concern of the school and the home.

Some absences are unavoidable and schools should recognize them as legitimate. However, many absences are avoidable and are, thus, essentially unlawful. The emphasis in any attendance program should be on the reduction of unnecessary absences. In this, pupils, parents, and teachers all have a role.

Parents bear the primary responsibility of making certain that their children attend school regularly. Through their own attitudes and actions they set the patterns which children follow. Any indication on their part of indifference to the value of schooling, or the importance of regular attendance will immediately communicate itself to their children.

Teachers should concern themselves with the basic causes of nonattendance because they realize that the problem is

not completely solved by merely getting the children back to school. They should realize that truancy is a symptom of other maladjustments and that it may have a variety of causes.

What Is Good Attendance?

Good attendance is *regular* attendance. It reflects the attitude of the child and his parents on the importance of continuous education. While good attendance is a variable which must be interpreted for each pupil in the light of his personal problems, an average of 90 per cent or better is considered good.

However, it is more fruitful to concentrate on the causes of absence than on the percentages of attendance. A pupil with frequent half-day absences for poor reasons may average 86 per cent attendance and appear to have better attendance than a chronically ill pupil whose frequent and extended absences bring his average to 75 per cent.

What About "Phony" Excuses?

What should be done about suspected

"phony" notes from parents? The question could mean that while a note is from a parent the acceptability of the excuse is in question. It can also mean that while the note supposedly is from a parent, someone else signed the parent's name. In either case, the parent should be contacted to determine the facts and to be sure that the parent knows of the child's absence. An interview provides an opportunity to help parents deal effectively with their children. Parents' signatures should be on record for comparison purposes when doubts arise.

Whatever the findings, teachers must work with a child, find out his reasons for nonattendance and then help him.

"Teacher, I Have a Cold."

Good judgment must be exercised in handling "colds." In the initial or febrile stage of a cold, children should be sent home as the symptoms may be the precursor of other childhood diseases. When the acute stage of a cold has passed, it is safe for the child to attend class pro-

(Continued on page 82)

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School Attendance

(Continued from page 80)

vided that he covers coughs or sneezes. Children with a history of rheumatic fever should be watched carefully for signs of colds. Children with a history of frequent absences because of "colds" should be referred for medical examination because the "cold" may be symptomatic of other diseases, such as allergies or diseased tonsils.

Do Incentives Improve Attendance?

Awards of themselves have limited

effect in improving the attendance of individual pupils with serious absence records. However, awards help in giving recognition to the significance of good attendance. They also reflect the school's efforts to strengthen home-school ties.

Within the framework of a good attendance program there is a place for incentives such as certificates of merit, pins, and other awards given to classes, grades, and pupils with outstanding records.

Effective school attendance programs are the result of co-operation and teamwork on the part of the teacher, the principal, and

the school attendance co-ordinator (who may be a public truant officer or a specially-appointed school official). There are many techniques that the teacher and principal can use to maintain successful school attendance programs.

First, the teacher should handle attendance records and school routines with dispatch. This entails: marking the roll-book daily, listing absentees on school attendance card, preparing the attendance sheet, and sending out an absentee postal card on first day of absence. Teachers should report an unexplained absence after five days, or report immediately any suspected truancy. Letters from parents concerning absences should be filed. Teachers should also maintain liaison with school attendance co-ordinator.

The teacher influences children's attendance directly through specific techniques and indirectly, but positively, through good human relations in the classroom. Creating experiences which will assure success, being a warm and affectionate personality, giving children a feeling of belonging, adapting the curriculum to the needs of the individual — all promote good attendance.

Some Effective Techniques

Among the many techniques which teachers have found effective in improving attendance are: Develop class spirit. Display enthusiasm when the class receives an award or recognition for attendance. Have children send letters to an absentee and include the teacher's personal letter.

Discuss cause of absence with absentee's brother, sister, or classmate. Know the past record of nonattendance of each child by reviewing cumulative records early in the year and checking present attendance with past record.

Discern changes in behavior of any child which may be symptomatic of possible nonattendance, and relate it to knowledge of child's home condition.

Encourage children to attend school even if late or for a half day; be firm, but not carping, about punctuality.

Give warm welcome to returned pupil who has been ill, and offer reassurance by promoting feeling of acceptance to the returned truant.

Assign early morning tasks to pupils to inculcate feelings of responsibility and of membership in the group; both good and poor attender should have jobs of responsibility like distribution of books, setting up visual aids equipment, etc.

Principals should help support and integrate schoolwide attendance programs so that teachers' efforts are not isolated. Some practices used by principals are to:

(Concluded on page 87)



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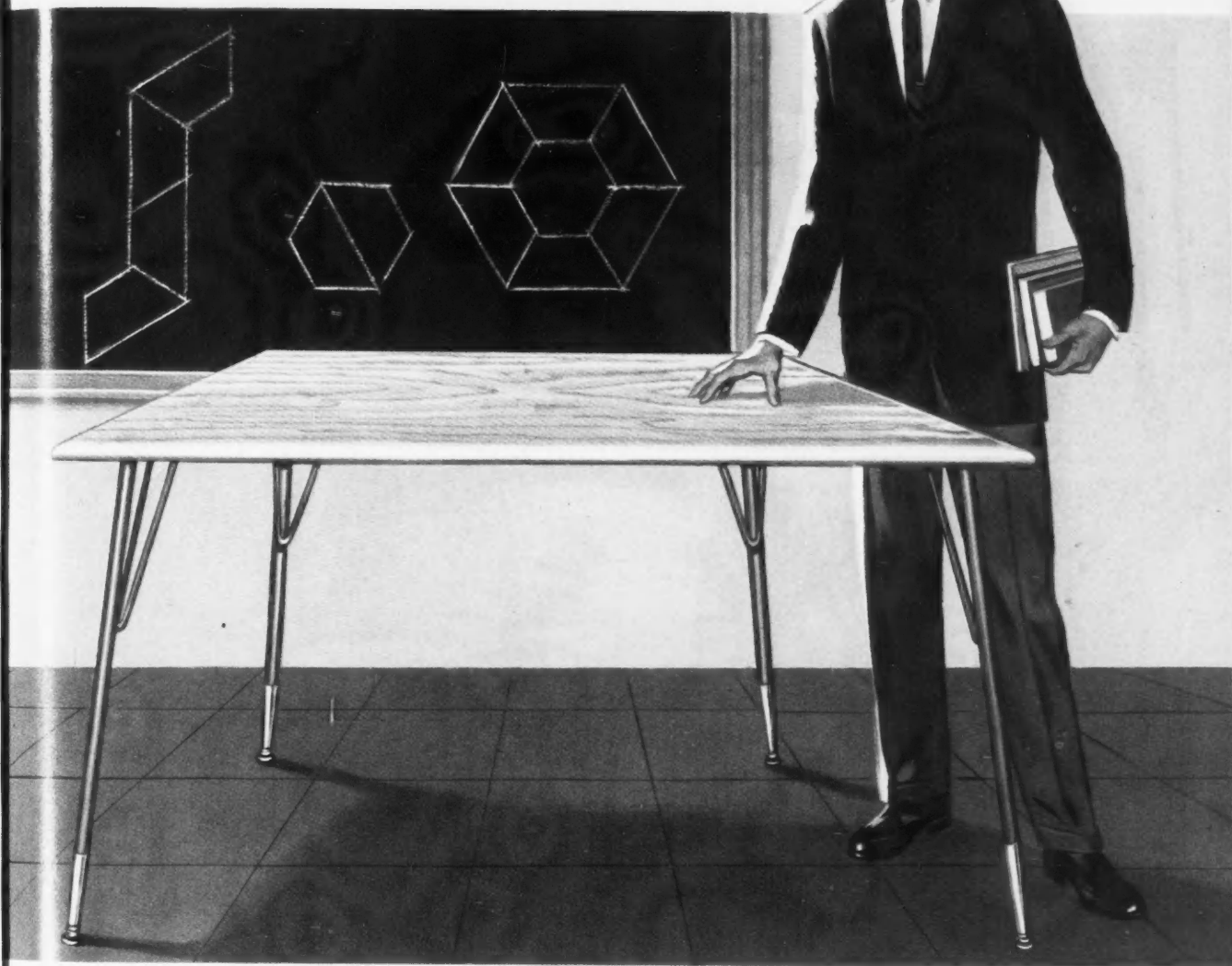
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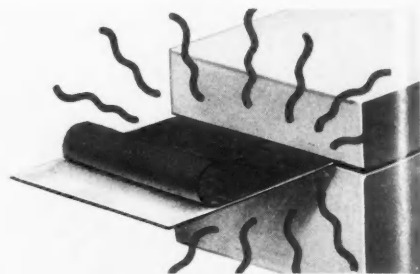
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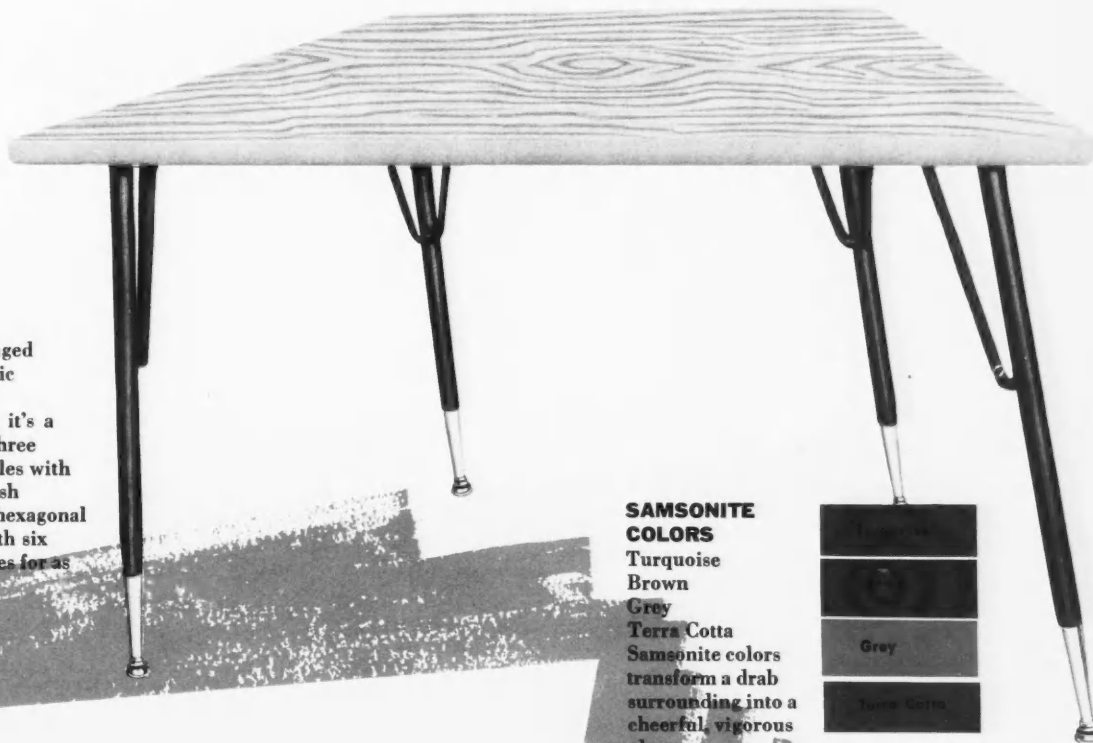


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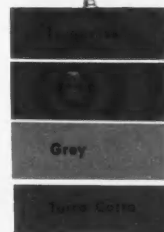
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Division, Detroit 29, Michigan.

Samsonite *Strongest
lasts longest*

School Attendance

(Concluded from page 82)

Interpret Compulsory Education Law to parents and explain their responsibilities under this law. At the beginning of school year invite an attendance officer to speak to P.T.A., and faculty groups, explaining his services to the school and the purpose of his home visit. Include the attendance officer as a member of the school staff.

Discuss school attendance at monthly faculty conferences and stimulate staff consciousness and interest in attendance. Commend teachers who promote good

POINTS FOR PARENTS

Familiarize yourself with school regulations on pupil attendance and lateness. Observe them. Notify the school promptly if your child is absent; give the reason and probable date of return.

Avoid causing the child to be absent by keeping him at home to do household chores, to shop, or to care for other children.

When a teacher or attendance officer communicates with you, co-operate with him. He is the school's representative and can help you and your child.

Take care of your child's physical problems promptly. A healthy child is a happy child—and less vulnerable to many causes of difficulty.

Remember that absence and failure are closely related. Children whose attendance is spotty have difficulty in keeping up with the class.

class attendance programs and personally commend classes for good attendance. Give recognition to children who have perfect attendance for the year.

Take positive measures to provide suitable clothing for needy children. Interview personally children with serious attendance problems.

Assist attendance co-ordinator in maintaining liaison with attendance officer and community social agencies where indicated. Select co-ordinator of attendance who works well with the teaching staff, understands problems of the community, and has a sincere and warm interest in the children. Maintain contact with attendance co-ordinator through frequent conferences.

Allot sufficient time to attendance co-ordinator to insure daily opportunity to carry on interviews and supervise attendance program.

It is through the co-operative effort of the teacher, principal, attendance co-ordinator, attendance officer, and other school services that the school's total program can be truly successful.

Excerpts reprinted with permission from the New York City Board of Education's "Curriculum and Materials," Vol. XII, No. 1, September-October, 1957.

Language Laboratory

(Concluded from page 68)

who is admittedly a partisan in favor of language laboratories. Nevertheless with all due allowances, it seems a sound judgment that the laboratory represents a profoundly important technological advance in the field of language teaching. In a word, it is the arrival of the machine age in language study. It is to be hoped that the Catholic schools of the nation, mindful of the exhortations of Fathers Ellis and Weigel, and with the advantage of a humanistic tradition in which linguistic

and literary studies have never been out of favor, will be in the forefront of this advance.

FATHER, DON'T TALK TOO LONG

On checking a manufacturer's brochure on church furniture, we were amused to note that there is a two-inch difference in the slope of pew backs sold to Protestant and Catholic churches. The Protestant slope is $5\frac{1}{2}$ in., while the Catholic slope is $3\frac{1}{2}$ in. All other dimensions are identical.

Do you suppose some alert designer has calculated a ratio between angle of slope and length of sermons? What an interesting figure for the slide rules!

Be that as it may, we cannot say if Catholics are more upstanding, but they certainly are more upright sitting.

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OUR LADY, Queen of Americas

**A church that expands accommodates
the summer visitors to the resort
area at Conneaut Lake, Pa.**



● FOR 50 YEARS, there has been a mission church in the summer resort area of Conneaut Lake, Pa., in the Diocese of Erie. This August when the new building is dedicated to Our Lady, Queen of Americas, it becomes a permanent parish with a full-time resident pastor, Rev. Robert J. Toland.

The new building offers a practical plan for any small rural parish, but is particularly well-adapted to a parish that needs extra church space to accommodate large

numbers of summer transients. The cruciform building houses a church seating 400, a social hall, a rectory, and small convent. A folding panel door behind the altar can be pushed back so that the social hall can also be used as a church, seating another 400 Mass-goers. During the influx of summer visitors at Conneaut Lake, this new church will accommodate 1600 people at its two Sunday Masses.

Highlighting the façade of this traditionally styled church is a beautiful paint-

ing depicting Our Lady against an outline map of North and South America, surrounded by flags of the various countries. The building exteriors are of golden sandstone trimmed with Indiana limestone and wood. A modified modern bell tower is surmounted by an aluminum cross. The plant was designed by Francis George Davidson, A.I.A., of Titusville, Pa., who also designed the parish's new mission church, St. Philip's at Linesville, Pa. Both buildings were constructed under the



The church interior is simply styled with three decorative murals depicting the Nativity, Crucifixion and Resurrection of Our Lord.



When the folding panel behind the altar is pushed back, this social hall becomes a temporary church, doubling seating capacity.



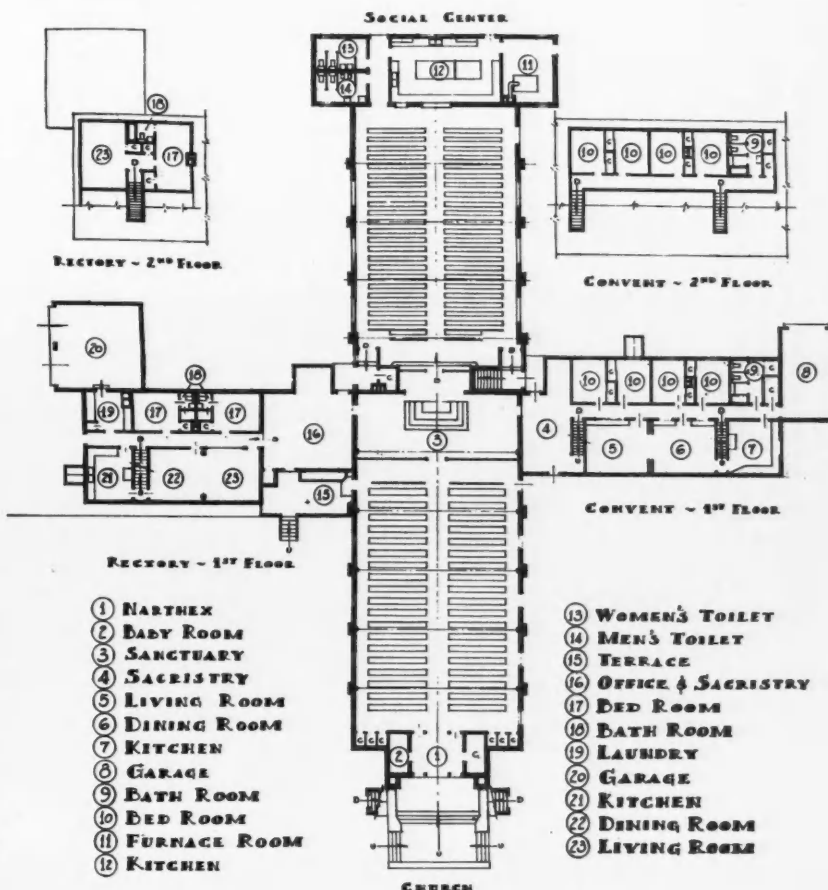
This attractive parish plant at Conneaut Lake, Pa., houses a church, social hall, rectory wing (left) and convent wing. The basement has a few classrooms for the catechetical center.

ARCHITECT:
FRANCIS GEORGE DAVIDSON, A.I.A.
Titusville, Pa.

direct supervision of Father Toland on a time and material basis, employing a full-time superintendent. No general contractor was employed.

Both churches used the same construction materials: golden sandstone with Indiana limestone and wood trim. Painted concrete block walls are supported by steel joists. The beamed ceilings have laminated wood arches, purlins and deck, insulated with Celotex rigid board. Asphalt tile flooring covers a concrete ground slab. Both fluorescent and incandescent lighting are used in the buildings. The windows are aluminum-framed, awning type. Oil burners provide forced hot air heating for the church and forced hot water heating for the other buildings.

In Our Lady Queen of Americas church, the sanctuary wall is plastered and painted with three murals of the Nativity,



Crucifixion, and Resurrection of Our Lord. The two wings of the building house a two-story rectory and two-story convent respectively. The latter will provide living quarters for four Sisters of the Divine Spirit who will teach in the church's new catechetical center. Classes will be held in the basement of the church for both children and adults desiring instruction. At present there are about 75 resident Cath-

olic families in the Conneaut Lake parish. This functional parish plant was built at a cost of \$175,000.

Parish Has Mission Church

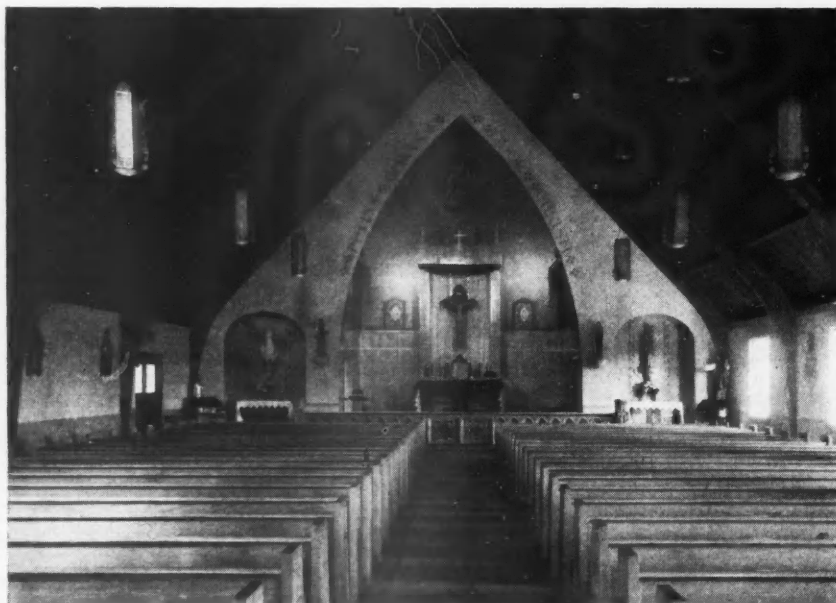
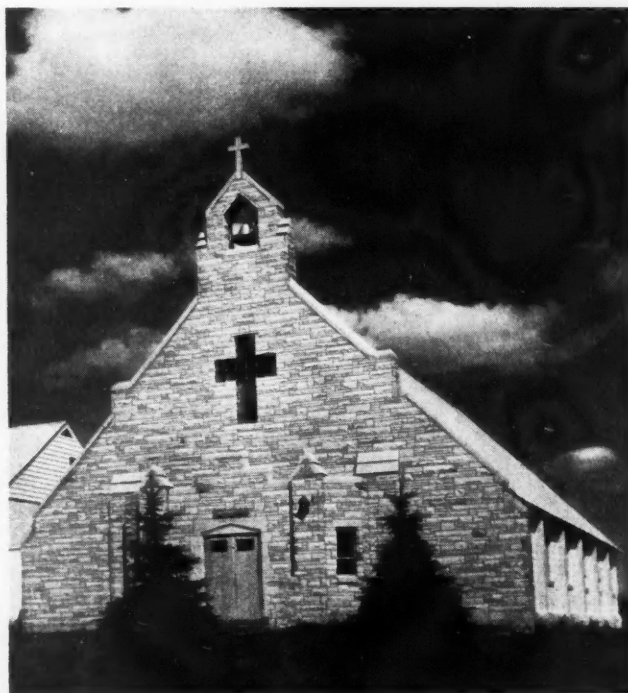
Father Toland is also pastor of St. Philip's mission church at Linesville, Pa. This simply styled church, also seating 400, was constructed with materials similar to the parent church at Conneaut Lake.

The golden sandstone façade is inset with glass block in the form of a cross. A small church bell surmounts the rural church. Adjoining the new church is a new rectory now under construction. The cost of church and rectory is estimated at \$100,000. During the summer months, there are three Sunday Masses as St. Philip's with Rev. Anthony Deppe, S.V.D., giving weekend assistance.

**Another new mission church
at Linesville, Pa., also serves the
Conneaut Lake region —**

St. Philip's

It is operated as a mission church under Our Lady, Queen of Americas parish at Conneaut Lake, Pa. Father Robert J. Toland is pastor of both churches.



St. Philip's, too, has a golden sandstone façade trimmed with Indiana limestone. Note the inset cross of glass block. The interior with its beamed ceiling and traditional appointments is warm and inviting.

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The church has a well-lighted interior with window walls (left), corridor windows and skydomes. Light oak pews contrast with the dark mahogany paneling of the sacristy.

St. Francis Cabrini Church-School

As this new parish develops in West Bend, Wis., its attractive, moderately-priced building can grow with it



A built-in sink, plenty of peg- and tackboard, built-in shelves, and a steel storage cabinet with bright colored doors are features of the classrooms.

● "WE WANT SOMETHING attractive and substantial, but not luxurious, that can be adapted to our present and future needs." Those were the instructions given by Father Edmund H. Haen to Architect Charles A. Woehrl of Madison, Wis., in discussing the educational and religious needs of his new 500-family parish in West Bend, Wis. The diocese owned a 28-acre sloping site on the south edge of the city; the parish bought 10 acres of this. Ultimately, the parish hopes to have a school, church, rectory, and convent.

As a beginning, the new St. Frances Cabrini church and school was completed in September, 1957. The one-story brick and window wall building provides nine classrooms for 400 pupils, a church seating 420, a gymnasium-auditorium, and an office suite that is currently being used as temporary living quarters by Father Haen. Flexibility, beauty, and easy maintenance have been built into this contemporary building. As the parish grows and a per-

enameled steel at the bottom. Highlighting the exterior of the school is a life-sized statue of St. Frances Cabrini, hand-carved in Italy from white Bianca marble.

A panel of very dark green marble offsets the statue from the beige brick building. Other exterior features include entrances with yellow canopies and three aluminum crosses at the church and gymnasium entrance.

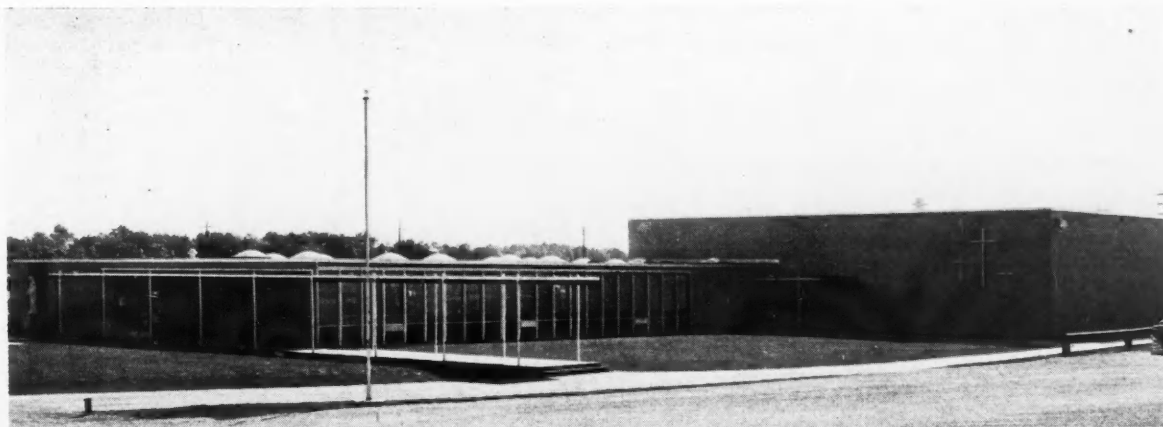
The building is bisected by a corridor running its full length. Corridor light is borrowed from the rooms on both sides and from glass windows and doors at each end. Student lockers line the corridor walls which are of blue-green ceramic tile.

Each of the nine classrooms has a sink, prefabricated closets for storing books and supplies, teacher and student desks. Pastel-painted concrete block walls offer plenty of display space with chalk, cork, and peg boards. Two 4 ft. square skydomes plus the window wall bring daylight to the classrooms. Fluorescent lighting supplements the natural lighting. Begin-

are etched in narrow red cathedral glass panels lining the corridor. They both inspire prayer and allow light to enter the corridor from the church's skydomes. Heavy glass doors at the back of the church lead to the gymnasium. When the doors are opened, the 420 seating capacity of the church is increased to 600 by using chairs in one end of the gym.

The largest area of the building is the 1½ story auditorium-gymnasium, 55 by 88½ ft. Its asphalt tile floor is marked for a basketball court and there are four retractable baskets. Last year the grade school won a first-place blue ribbon for basketball. At one end of the gym is an 8½ by 32 ft. stage; provision has been made for adding a 20 by 32 ft. portable stage in the future. Fourteen skydomes provide natural light, augmented by incandescent fixtures.

Adjoining the gymnasium is a 26 by 24½ ft. kitchen, fully equipped for serving parish dinners or a future hot lunch program in the school. A pass-through



ARCHITECT: CHARLES A. WOEHRL, A.I.A., Madison, Wis.

manent church and rectory are completed, the present church can be easily converted into three additional classrooms and into dressing and shower rooms adjoining the gymnasium. Next on the building agenda, however, are a convent and rectory. When the latter is completed, the temporary rectory will become a three-room office suite with office, health and conference rooms. As the school grows, another wing of four classrooms can be added at right angles to the present building, so that eventually there will be a school of 16 classrooms.

A judicious use of color adds warmth to the exterior and interior of the building. The aluminum-framed window walls have bright tomato-red panels of porcelain-

ning this September, all eight grades will be taught by four Sisters of Notre Dame and four lay teachers.

Across the corridor from the pastor's office-living quarters is the temporary church, which in the future may be converted into three classrooms and shower rooms for the gym. It is beautiful in its modern simplicity. Because the church is considered as temporary, a removable sacristy has been designed and fabricated of Philippine mahogany with painted black furring to accent the panels. Four wood carvings of the saints blend with the light wood pews and stand out against the dark wood panels. Seven wood plaques depicting the Seven Sorrows of Our Lady surround her statue. Stations of the Cross

section leads to the gym where portable folding tables and chairs can be erected. The cream tiled kitchen has a separate entrance, a private toilet, and an adjoining storage area.

Under the kitchen is the only below ground room housing the hot water boiler. Hot water heating pipes are installed in a 7½ in. space between the insulated roof deck and acoustical tile ceiling, thus saving the expense of a heat pipe trench around the perimeter of the building. The main heat pipe is installed over the center corridor with connecting pipes coming down the supporting walls to unit ventilators and baseboard convectors in office and church. Outside ventilators are covered with aluminum grills, instead of



The multipurpose gymnasium has concrete blocks, asphalt tile floor. When portable tables and chairs are set up, it is used for church suppers.



Natural lighting from window doors and borrowed from classrooms brightens the corridor. Ceramic tile walls, asphalt tile floors are easy to clean.

the customary galvanized iron. The building has a slab on ground foundation with its perimeter insulated with rigid Fiberglas. The steel frame construction has bearing walls of 12 in. concrete block and end walls of brick.

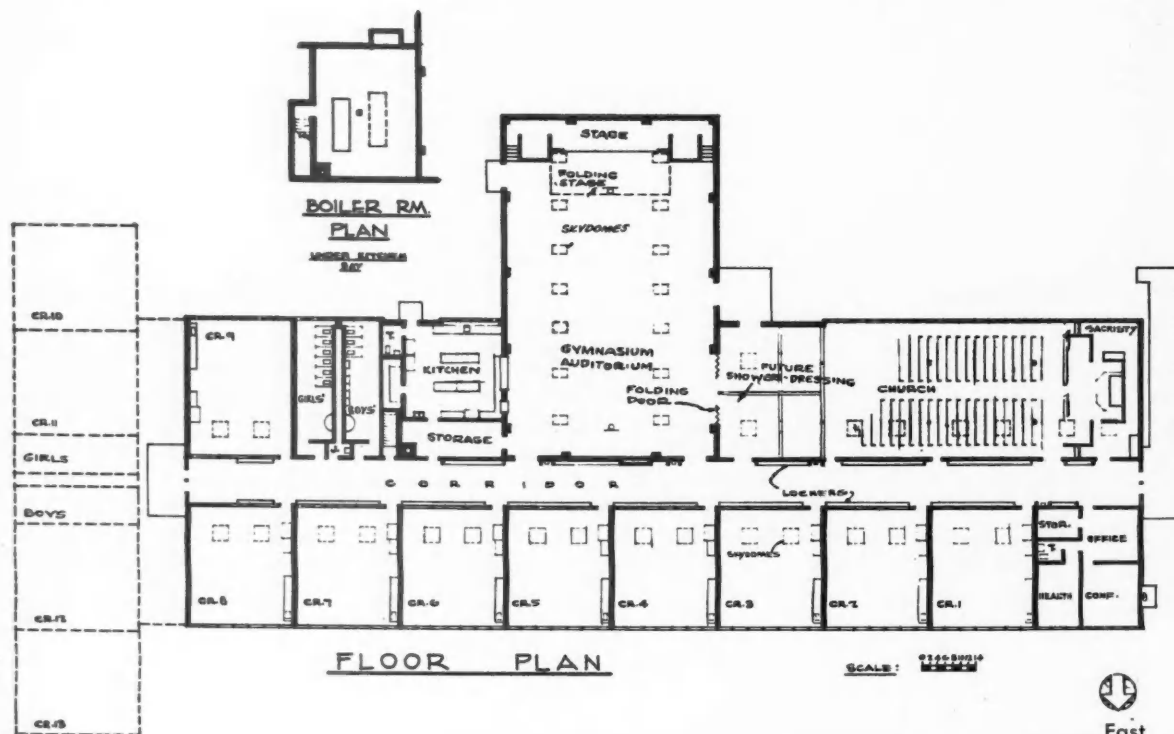
A 7½ in. steel deck, well insulated with rigid Fiberglas and with a built-up pitch and gravel roofing covers the building with the exception of the gym. A metal pan acoustical tile ceiling with a one-inch blanket of insulation is suspended from

the deck with heating pipes installed between deck and ceiling. Over the gymnasium, long span steel joists, 2 ft. 8 in. deep, are used to support the roof made of 1½ in. steel deck, also topped with insulation, pitch, and gravel. Cells in the underside of the deck are filled with Fiberglas insulation.

Floors are covered with asphalt tile in various colors. A ceramic tile baseboard is used throughout the building. In the public areas — corridor, kitchen, and

toilets — colorful ceramic tile, 6 by 9 in., extends from baseboard to ceiling.

The building cost \$284,000, excluding site and furniture. It covers 25,220 sq. ft., at a cost of \$11.26 per sq. ft. Next year Father Haen's building schedule calls for a convent for the Sisters who now commute from a nearby parish about two miles away, and a rectory for himself. If he follows his precedent, these buildings, too, will be modern and functional, easy to maintain, and pleasant to live in.



Broken lines indicate future construction.

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MAINTAIN YOUR FLOORS PROPERLY!

If floor is TERRAZZO

The National Terrazzo & Mosaic Association, Inc., Washington, D. C., suggests:

The physical characteristics of terrazzo — or any flooring materials — must govern the methods and selection of materials for properly treating and cleaning it. Good terrazzo has a smooth surface that is 70 per cent or more of marble, and less than 30 per cent of neat Portland cement matrix. The marble granule has practically no absorption. The porosity of the matrix and its ratio of absorption are relatively low.

Suitable materials for treating or cleaning terrazzo floors will fill the original pores or have no effect on them. Harmful materials increase the number and enlarge the pores. Continued use of such harmful materials increases the maintenance problem and cost. Terrazzo does not need an artificial or applied surface. Its sheen and luster are entirely natural. Properly laid and cured terrazzo in its natural condition is a lifetime installation and needs only simple care to preserve its attractive appearance. Artificial or applied surfaces often create or contribute to slipperiness which is not an inherent quality of terrazzo.

Terrazzo is benefited by a penetrating (not surface) seal which prolongs hydration of the cement to provide color density and longer life on new terrazzo — and in old terrazzo reduces penetration of water, stains, and grime. The urgency for the need of such a penetration treatment varies with the floor. This association recommends that the use of purely surface waxes, lacquer,

shellac, or varnish preparations, and "good for anything" materials be avoided.

New terrazzo, when not given a special treatment, often has a dull, gray appearance. This is caused by a deposit of efflorescent, mineral salts that are a by-Portland cement. This chemical action continues at a decelerating rate over a period of months, unless the pores of the terrazzo are sealed. This is a normal condition and the deposit is removable by the regular maintenance operations.

Scrubbing for New Floors

New terrazzo and mosaic floors should be scrubbed two or three times a week, and mopped on alternate days. Use a neutral liquid cleaner as recommended by member firms of the National Terrazzo and Mosaic Association. In cases of terrazzo floors with abrasive aggregates, in addition to the liquid cleaner, use an electric scrubbing machine or a deck scrub brush. The cleansing agents must be free from alkali, acid, metallic salts, or other strong ingredients that may ruin the floor. The floor must be rinsed after each washing to remove undesirable residue. After two or three months of this treatment, the floor will acquire a beautiful, natural sheen and will require less work for its upkeep.

Natural terrazzo has frictional resistance in excess of the slip resistance minimum coefficient of .50, established by the Underwriters Laboratories. Slipperiness of terrazzo is due to foreign substances on the surface, or surface film, such as wax, soap film, and oil. A residual of cleaning materials is a common cause of slipperiness. Soap cleaners in the presence of the lime in cement immediately change to

calcium-grease, or what is commonly known as soap film. This film, that forms on the terrazzo surface, dulls the appearance and hides the natural beauty. The gummy or hardened accumulation of this film is often seen on the edges of the floor and a dirty streak is far too common on the wall base. When a heavy film is permitted to form through failure to properly gather up and rinse off dirty water, special work and materials are required to remove it.

Low-cost maintenance is an outstanding feature of terrazzo. Building owners install terrazzo because of this and fail to get it because they are misled into using some cheap, unsuitable material which has a low pound or gallon price. The Association's standard specification warns that "soaps and scrubbing powders containing water soluble inorganic salts, or crystallizing salts should never be used in the maintenance of terrazzo and mosaic surfaces." Labor is about 95 per cent of the cleaning cost. The difference in cost between cheap and good materials has almost no effect on your total maintenance bill. The cost of special care or the services of experienced men needed because of the use of poor materials, far offsets the savings in cost — without considering the appearance and deterioration of your floor.

(For booklets on Terrazzo Floors, see checklist, page 101)

If floor is MARBLE

Marble Institute of America, Inc., Mount Vernon, N. Y., says:

Dirt and oil film will collect on all surfaces exposed to the air of modern cities. Systematic and intelligent cleaning is necessary to retain the usual beauty of interior marble without injury to the finish.

The manner and frequency of the cleaning will depend on the finish of the marble and its location and service, but in all marble cleaning operations the use of water as hot as possible is recommended for the best and most efficient cleaning.

Honed Finished Interior Marble

A honed finish is a dull smooth surface giving relatively little reflection of light. Used for treads, floors, and occasionally for standing marble.

A mildly alkaline abrasive cleaner that contains no caustic or harsh fillers is recommended. It should be one that rinses freely, even in hard water, that neither grinds nor scratches and that will not leave a deposit that will scratch and hold dirt and discolor. (CAUTION: Avoid all types of coarse or hard abrasives.)

Wet the marble thoroughly first with



Terrazzo floors, marble and ceramic tile walls are easy maintenance materials used in the main corridor of Pius XI high school in Milwaukee.

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At the same time, it has a high certified effectiveness in controlling bacteria on the floor. This sanitizing action is residual—sanitizing properties remain on the surface cleaned.

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clean, clear, hot water. Sprinkle the abrasive cleaner on a wet fiber brush and scrub the marble. Rinse thoroughly and wipe dry to avoid streaking.

If the marble has been neglected and further cleaning is indicated, place two pounds or about one and one half quarts of abrasive cleaner in a 12-14 quart pail, add about four quarts of hot water, stir thoroughly. Fill the pail with water and while stirring constantly apply the mixture to the wet marble with a broad brush in the same manner as white wash. After this has dried on, wet a fiber scrub brush in the same solution, dip into the abrasive powder and scrub vigorously. Wash down the surface with a hose or otherwise rinse with clean water. Wipe dry to avoid streaking.

If only a surface discoloration remains, a honed surface may be further honed, while sand finished marble may be sanded or gritted. This can be done with sharp fine sand or artificial abrasive grain and water, rubbed on with a block of stone or metal. Abrasive grain up to 120 grit size should be selected depending on the coarseness of the sand finish and finer sizes of grit or pumice or hone bricks used for smoother finishes.

Sand Finished Floor Marble

A sand finish is a smooth surface which reflects relatively little light. Used for treads, saddles (thresholds), platforms, and floors; for floors by surfacing operation after setting. Floors, stair treads, platforms, and marble subjected to abrasive wear must be mopped or scrubbed regularly and in a manner that will not leave a slippery film.

The floor should be wet with clear, clean, hot water. Sprinkle abrasive cleaner sparingly on the floor, or put two or three handfuls of cleaner directly in the pail of hot water. Scrub or mop, either by hand or machine, with a little water. Rinse thoroughly with clean water and dry with a mop or squeegee.

Care should be taken to keep metal parts of the mop or mechanical equipment from injuring base and risers and also to see that the base is wiped when floors are scrubbed. Dampened white pine sawdust is satisfactory as a sweeping compound.

(For booklets on Marble Floors,
see page 101.)

If floor is CONCRETE

Portland Cement Association,
Chicago, Ill., recommends:

Concrete floors that are well maintained contribute greatly toward a school's atmosphere of neatness and cleanliness. In addition, proper maintenance adds to the service life of the floors. From the standpoints of appearance and economy, it is good business to see that maintenance of these concrete surfaces is held to a high level.

Proper maintenance of concrete floor surfaces installed according to recommended construction procedures is not

difficult. Essentially, this maintenance falls into four main classifications: cleaning; problems of "dusting"; patching; and laying of rubber or asphalt tile on concrete slabs.

Well-constructed classroom, corridor, gymnasium, and locker room concrete floors will require little maintenance other than occasional cleaning. Periodic cleaning is essential to durability since dirt and grit on concrete floors subjected to considerable foot traffic will be ground into the surface and accelerate the rate of wear.

If concrete slabs in open areas are sloped about $\frac{1}{4}$ inch in 1 foot, good drainage is provided and a thorough hosing with water will handle most cleaning jobs satisfactorily. Stains caused by spilled milk, fruit juice, or soft drinks can usually be removed by a thorough scrubbing with warm, soapy water and stiff brushes. Strong alkali cleaning materials should be avoided.

Problem of "Dusting"

The durability of concrete floor surfaces depends primarily upon observance of recommended construction procedures in making, placing, finishing, and curing quality concrete. Where this procedure is not followed, "dusting" of the concrete surface may eventually result.

Where there is a thin layer of soft, chalky material on the concrete surface, this layer should be removed with pads of steel wool attached to a scrubbing machine. After removal of the material, the surface should be thoroughly cleaned, then allowed to dry and one of several hardener treatments applied.

It should be pointed out, however, that these surface treatments are not cure-alls for poor materials or careless workmanship. They will not make a perfect wearing surface of a poorly built concrete floor.

Among the more popular floor hardeners used for this purpose are magnesim fluosilicate, zinc sulphate, and various oils such as chinawood, linseed, or soybean oil. The oils should be diluted with gasoline, naphtha, or turpentine. Due precaution should be taken against fire by ventilating the area and observing strict no-smoking rules.

Patching Concrete Floors

In patching concrete floors, the old wearing surface of the area to be patched should be chipped off to a depth of at least 1 inch and the roughened surface thoroughly cleaned of loose particles. The slab should then be saturated with water for several hours before the new concrete is placed. The area surrounding the patch should also be wetted.

Patches with "feathered" (very thin section) edges should never be installed. They will soon break down under continuous foot traffic. Nor should a patch be struck off at floor level. Instead, the strike-board should be held slightly above floor level through use of thin metal or wood strips, the length of the patch, on two sides.

This freshly placed concrete should be allowed to rest for one to two hours to attain some of its initial shrinkage before it is troweled level with the surrounding area.

Tile on Concrete Slab

In many of today's new schools, rubber tile or asphalt tile is laid directly on the concrete floor slab. With installation of this type of covered floor, the concrete must be thoroughly dry before the surface material is cemented into place. Moisture even in very small quantities, will eventually lead to the decomposition of the adhesive.

A simple test to determine whether or not the concrete is dry may be made by laying pieces of linoleum at several places on the floor. They should be weighted down so they will have uniform contact with the surface. If after 24 hours moisture appears on the underside of the linoleum, it will be necessary to let the concrete dry further before cementing the covering to it. The directions of the manufacturer of the materials being used should be followed.

(For booklets on Concrete Floors,
see page 101.)

If the floor is OAK

National Oak Flooring Manufacturers' Association, Chicago, Ill., suggests:

Properly finished and maintained, oak floors offer superior performance and appearance in schools, just as they do in homes, where they rank as the all-time all-American choice.

Modern materials and methods permit easy and economical upkeep so that the beautifully grained oak looks its sparkling best at all times. It is this low-cost maintenance which is playing a part in the decision of many school authorities today who are turning to oak for floors of classrooms, corridors, laboratories, and other school building areas.

Day-by-Day Maintenance

In most cases daily sweeping is advisable. This can be a speedy task since it involves merely a quick once-over to remove loose dust and dirt before they are ground into the finish, dulling luster.

An untreated dust mop should be employed for the job. Use of oil on the mop tends to soften the finish and form a gummy surface to which dirt adheres readily.

Weekly polishing should suffice for a large percentage of school floors, although those which undergo unusually rough usage will benefit from daily polishing to renew their sparkle.

In a school where large areas of oak flooring are involved it is worthwhile to invest in an electric polishing machine. A maintenance man using such a machine can freshen up the floors in a jiffy. Small areas can be polished satisfactorily with a soft cloth or a weighted floor brush.

Some of the new types of polishing machines are equipped to apply liquid floor wax and polish the floor in one operation. Such machines also are adaptable to clean-

(Continued on page 100)

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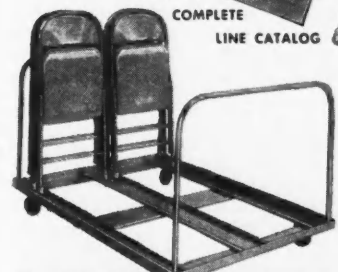
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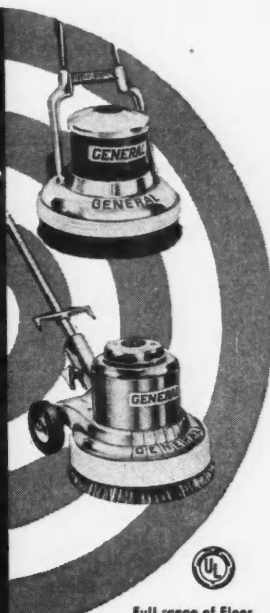
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Care of Oak Floors

(Continued from page 96)

ing floors with wax base cleaner, which comes in liquid form.

Cleaning and waxing several times a year does a world of good, accentuating the beauty of the oak, preventing dirt from penetrating the wood fibers and prolonging the life of the finish.

Avoid soap-and-water scrubbing. Water, especially if used frequently on oak floors, may raise the grain and produce a rough surface. It also may mar the finish and might even induce excessive expansion of the flooring.

Wax base preparations recommended for cleaning oak floors are available in various brands. Designed to remove dirt and all ordinary spots, they are produced in two distinct types. One, called cleaning wax, has a wax content about three times heavier than the other. When that type is employed, a separate coating of wax afterward is unnecessary, although it can be put on for extra protection. In the absence of an electric machine, either type of cleaner can be mopped on easily with a long-handled applicator equipped with a lamb's wool pad.

Only wax intended specifically for hardwood floors should be used. It may be either the paste type or the liquid variety. They are considered about equal in performance. The liquid kind, known as rubbing wax, has the advantage of easier application. It is not to be confused with liquid self-polishing wax, which is not recommended for hardwood because it contains water.

Observance of the manufacturer's directions both in application of cleaner and wax is all-important. Care should be taken, for example, to apply wax uniformly in a thin coat.

Finishing and Re-Conditioning

Space does not permit a full discussion of methods of finishing or reconditioning oak floors. Suffice to say that development of a relatively new type of finish called floor seal has proved a boon to oak flooring users.

The material, also commonly referred to as penetrating seal, permeates the wood fibers instead of forming a mere surface coating. Exceptionally resistant to wear, scratching, spotting and cracking, seal greatly lengthens the span between refinishing treatments. In a home, for instance, floors finished with seal generally can withstand many years of wear before refinishing is indicated. Moreover, seal finish permits easy retouching in heavy traffic areas without leaving pronounced lines of demarcation between the old and the new finish. As a rule, at least two coats are recommended.

(For booklets on Wood Floor care, see page 101.)

This material on Floor Care is reprinted with permission from the AMERICAN SCHOOL BOARD JOURNAL.



Hardwood flooring is a favorite for multipurpose rooms such as this auditorium-gymnasium at Our Lady of Mount Carmel school, Bronx, N. Y.

If the floor is MAPLE, BEECH, or BIRCH

Maple Flooring Manufacturers Assn., Chicago, Ill., recommends:

The MFMA requirements of a good floor finish include: the finish must penetrate the top surface of the wood; the finish must seal the pores so as to keep out dirt and soil stains; the finish, with its penetrating qualities, must not darken the wood; the finish must reflect light so as to improve illumination; the finish should be non-slippery; the finish must not mar, scratch, or flake off; the finish must be of such quality so that if it becomes necessary to touch up worn spots, it can be accomplished without complete refinishing; the finish (sealer) should be resistant to water; and the finish, after application, must not present a maintenance problem. It must insure economy in maintenance, so as to eliminate constant resanding and complete refinishing.

Special Finishes for Gymnasium Floors

Through MFMA research, another type of floor finish has been discovered that can be used effectively on gymnasium floors, especially when they are used primarily for sports activities. It can also be used for other floors subjected to light traffic. The finishes are composed of tough, resilient, long-wearing ingredients. They are of "Bakelite" type which penetrate the top surface of the wood and at the same time leave a varnish-like film on the surface. The finishes do not darken the wood, nor show rubber burns. Floor finishes with these products are non-slippery and are noted for fast playing. Attractive appearance and ease of cleaning and maintenance are assured with the use of these finishes.

In applying finish to the floor, it is imperative that you follow carefully the instructions given by the manufacturer of

the finish. Through tests and experience, he knows: how to prepare the floor for finishing; how the finish should be applied; how many coats are required; how long each coat should be allowed to dry; how a stained effect can be best obtained; how the finished floor should be cleaned; how and when the floor should be refinished.

Modern methods of cleaning maple floors have been simplified and made quite inexpensive through buffing with steel wool, usually with electrically driven equipment. The smoother the floor, the easier to clean. Floor seals can be applied and buffed-in with this equipment. In writing to finish manufacturers for information, be sure to mention type of building in which finish is to be used, also whether flooring is maple, beech, or birch—and old or new floor.

Sanding Suggestions

Northern hard maple, beech, and birch flooring comes from the mill smoothly surfaced, but in laying any floor, slight inequalities, scratches, and other marks will appear. These can be removed by scraping or sanding. A really smooth sanding is essential for a good finish job. Newly laid floors should be scraped or sanded lengthwise with the grain. Number 2 or number 2½ sandpaper is suggested for cutting off high spots and joints and number 1 for the second cut. The final step, and this is the most important of all, is to finish with number 0 or number 2/0 sandpaper, or both, if necessary.

(For booklets on Wood Floor care, see page 101.)

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- F-26 *The Proper Care and Treatment of Terrazzo Floors*, Hillyard Chemical Co., St. Joseph, Mo.
- F-27 *Multi-Clean Method for Terrazzo Floors*, Multi-Clean Products, Inc., St. Paul 16, Minn.

CONCRETE

- F-28 *Effect of Various Substances on Concrete and Protective Treatments, Where Required*
- F-29 *Removing Stains from Concrete*
- F-30 *Concrete in Schools*
All from Portland Cement Association, Chicago, Ill.
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- F-34 *How to Have Better Looking Concrete Floors at the Lowest Possible Cost*, J. I. Holcomb Mfg. Co., Inc., Indianapolis, Ind.

MARBLE

- F-35 *The Care and Cleaning of Marble*, Marble Institute of America, Mount Vernon, N. Y.

WOOD

- F-36 *How to Treat and Maintain Wood Floors*, Hillyard Chemical Co., St. Joseph, Mo.
- F-37 *The Holcomb System for Stripping, Sealing, and Maintaining Wood Gymnasium Floors*, J. I. Holcomb Mfg. Co., Inc., Indianapolis 7, Ind.
- F-38 *Finishing Northern Hard Maple Flooring the MFMA Way*

- F-39 *Please Don't*, suggestions for installation and care of Northern hardwood flooring
- F-40 *A.I.A. Technical Textbook*
- F-41 *Photographic Folder*, illustrating flooring grades
- F-42 *The School Gymnasium as a Community Social Center*
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All from Maple Flooring Manufacturers Assn., Chicago.

GENERAL FLOOR CARE

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Both from American Floor Machine Co., Toledo, Ohio.
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Both from Huntington Laboratories, Inc., Huntington, Ind.
- F-50 *How to Care for Your Floors*
- F-51 *From Start to Finish*, (16 min. color-sound movie for custodian training programs)
Both from S. C. Johnson & Son, Inc., Racine, Wis.
- F-52 *Modern Sanitation Methods* (charts Nos. 3 & 4 on wood floors), National Sanitary Supply Association, Inc., Chicago, Ill.
- F-53 *Dry Maintenance*
- F-54 *Test Your Floor Finishes with Black Light*
Both from Vestal, Inc., St. Louis, Mo.
- F-55 *Roller Skating in Gymnasiums*, a case history, J. W. Wells Lumber Co., Menominee, Mich.
- F-56 *Floors and Floor Coatings, Suggested Treatments for Large Floor Areas*, Chemical Specialties Manufacturers Association, Inc., New York City

—custodian's corner—

THE CUSTODIAN'S CART

The custodian's cart should have in it everything a maintenance man needs to clean a room and make minor repairs. Some of these things are: the broom or dust mop, a cardboard box for wastepaper, counter brush, dust pan, sponges, cleaner, dust mop treatment or sweeping compound, putty knife, screw driver, pliers, chalkboard cleaner, steel wool pads, cleaning cloths, and furniture polish.

Remember that a well-organized custodian's cart will save time and steps, eliminating running back to the supply closet for every little item needed. It is essential for effective management of the maintenance department.

FIRE PREVENTION WEEK, OCT. 5-11

All fire extinguishers should be checked at regular intervals to assure effective operation of moving parts and efficiency of the fire extinguishing agent, whether it is water,

powder, or chemical. The Fire Equipment Manufacturers' Association, Inc., reports that last year nearly 11,000 persons died as a result of fires, and property losses totalled more than \$1 billion.

Although the average life of a portable fire extinguisher used in an institution or industrial building is 15 to 20 years, there are many newer models now on the market that you may want to investigate if your extinguishers are older than 10 years. Some advantages of the newer models are: easier action, better direction of the fire-fighting stream, and newer chemical compounds for faster and more effective fire extinguishing.

Remember a fire of any consequence can cripple or completely destroy your church, school, or institution. It is only good sense to be prepared for the emergency by taking steps to "stop the fire before it starts."

One school has an annual fire drill early in the school year. When the children are assembled on the school grounds, the custodian demonstrates the handling and operation of one of the school's fire extinguishers, allowing some of the older boys to handle the equipment also. Your local fire fighting department will be most co-operative in helping you plan and put on an effective fire prevention program.

1958 CONVENTION CALENDAR

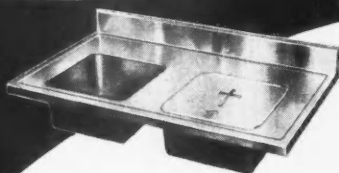
- Sept. 8-11. American Nursing Home Assn., Sheraton Palace Hotel, San Francisco.
- Sept. 20-24. National Council of Catholic Women, St. Louis, Mo.
- Sept. 22-26. National Council for Schoolhouse Construction, Seattle, Wash.
- Sept. 22-26. National Recreation Congress, Hotel Ambassador, Atlantic City, N. J.
- Oct. 5-9. Assn. of School Business Officials of the U. S. and Canada, Hotel Statler, New York City.
- Oct. 7-9. Industrial Film and AV Exhibition, N. Y. Trade Show Building, New York City.
- Oct. 13-16. American Assn. of Medical Record Librarians, Statler Hotel, Boston.
- Oct. 17-19. Confraternity of Christian Doctrine, Regional Congress, Spalding Gymnasium, Peoria, Ill.
- Oct. 20-24. National Safety Congress and Exposition, Chicago.
- Oct. 21-24. American Dietetic Assn., Benjamin Franklin and Bellevue Stratford Hotels, Philadelphia.
- Oct. 26. Catholic Library Assn., Michigan unit, Detroit.
- Oct. 27-31. American Public Health Assn., Inc., St. Louis.
- Nov. 3-7. National Hotel Exposition, Coliseum, New York City.

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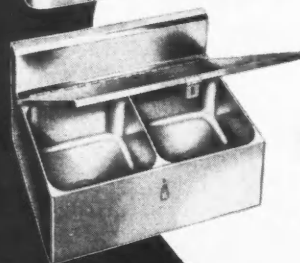
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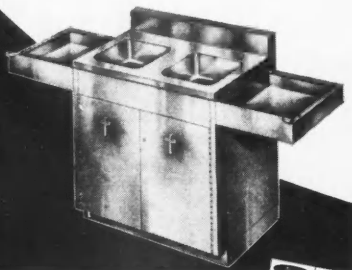
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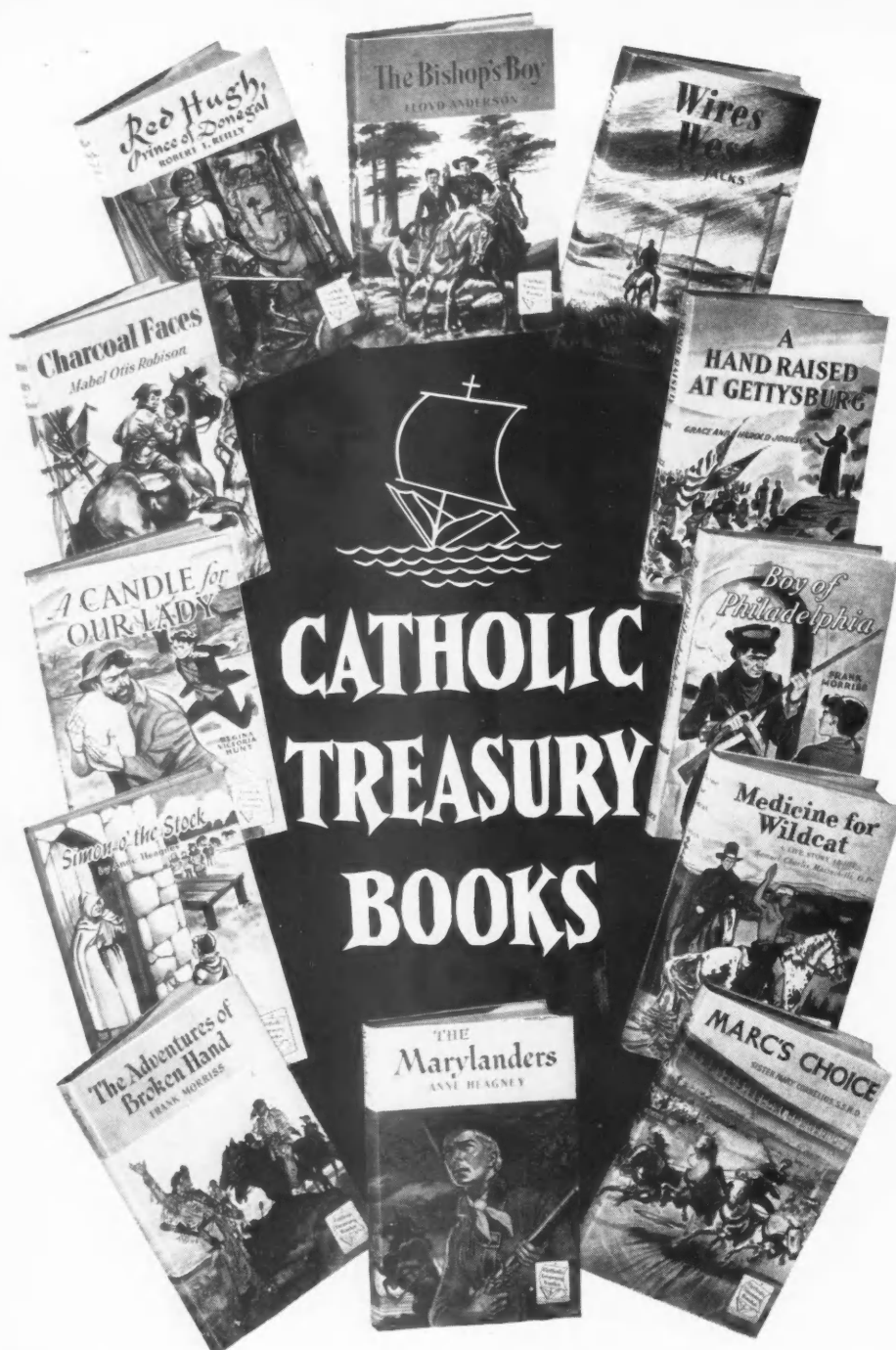
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A BIT OF PRUDENCE SAVED THE COST OF TWO BOILERS

Early this year, a principal in a Catholic high school in the Middle West was notified that one of the building's three boilers had been condemned by the State Boiler Inspector. The second boiler was judged to be defective and not to be used more than one winter season.

Boilermen who were called in unanimously agreed that new boilers were needed. When bids were asked for, the lowest price received for one boiler was \$55,000.

Later the school's regular maintenance man asked the principal for permission to study the situation further. He called on the State Boiler Inspector and learned that the condemned boiler had a perfectly good shell, a good dome, and a good firebox—only the tubes were worn out. Further conferences were held with a friendly heating engineer, who indicated that if the boiler was rebuilt and all tubes replaced, it would give good service for 25 years or more.

After bids were received from several local boiler repairmen, a bid of slightly less than \$3,800 was accepted from a reliable house. Repairs were to include not only the condemned boiler, but also the second boiler that was considered defective. The entire repair job was completed in June at a cost of about \$4,000—at a saving of more than \$50,000!

The foregoing true story is worth attention for two reasons: It suggests the advisability of looking around and getting competent advice from more than one individual. Second, every institution should have access to well-disposed, practical men in various fields who have the interests of the institution at heart and who are willing to advise without a selfish attempt to make a quick dollar.

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Publicity materials concerning Catholic educational institutions frequently fail to impress prospective students and their parents because of failure to make clear basic information in a readable and quickly understandable form. The heads of institutions too often forget that their public relations materials reach men and women in all types of occupations and in a variety of social and economic situations. A businessman-father of a prospective student will be impressed by one type of information, while a vocationally minded mother will look for something entirely different.

The College of St. Teresa at Winona, Minn., has recently issued a simple bulletin which can be enclosed with correspondence. In a minimum of words, it provides all the facts which anyone might want to learn concerning the college, its personnel, its scholarly standards, its educational and religious objectives.

A CATHOLIC LIBERAL ARTS COLLEGE FOR WOMEN

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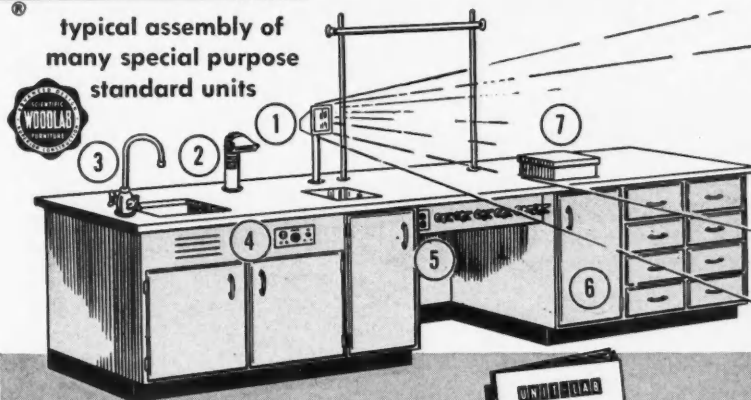
- An administrative staff of 18, including six administrative officers and 12 assistants.
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- Nine major buildings on its 75 acre campus.
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- Accepted foreign students since 1917, and last year had 17 such students from 11 different foreign countries on campus.
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- An Alumnae association listing over 3000 active members in every continent of the world except Australia, and with chapters meeting in 13 states and the District of Columbia.
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Planning the Type A Menu

● **PLANNING** a Type A menu controls the whole school lunch program, in the opinion of Mrs. Margaret A. Tyler, supervisor of cafeterias for the Wauwatosa, Wis., public schools. At an institute for school lunch supervisors held at Cardinal Stritch College, Milwaukee, Mrs. Tyler revealed her procedures in planning this all-important Type A menu. Although Mrs. Tyler supervises cafeterias and plans the menus for 12 elementary, junior, and senior high schools, her methods may be readily adapted by the cafeteria supervisor who plans menus for a single school or institution.

The Type A menu recommended for the school lunch program is nutritionally sound, and is an excellent basis for planning all the meals in a convent, school, or other institution. Individual portions should be increased when planning menus for adolescents and adults, but the basic combinations of foods will assure a balanced diet and offer variety in the menu.

Mrs. Tyler plans so that the same menu will be served in all schools on a given day, with quantities adjusted to the pupils' age. The same principle would apply to a convent boarding school which serves hot lunches to its day students and faculty. Offering one menu will greatly simplify purchasing, preparation, and recordkeeping. In this era of high food costs when time and labor costs are at a premium, it is only sensible to plan one menu. In keeping records for the school lunch program, it is a simple matter to estimate the cost of a faculty meal, multiply by the number of teachers served, and deduct this figure from the total costs.

Several factors must be taken into consideration when planning a menu: the cost of food, its nutritional values, the kind of kitchen equipment available, the amount of work which kitchen personnel will do, and the number of students participating in the program.

Plan a Monthly Menu

Mrs. Tyler advocates planning menus one month ahead. If this is impossible,

meals should be planned at least one week ahead and evaluated by the preceding Thursday to allow time for ordering, delivery of food, and any last-minute substitutions. Monthly meal planning is preferable for it enables the supervisor to order all the staples needed for the month. This, in turn, means only one purchase order and one delivery to be checked and stored away. It saves time and effort for the supervisor and the kitchen staff. It avoids the repetition of foods in a menu, and does away with menu substitutions by co-workers.

Set aside a certain morning each month (or each week) as a planning time. Do not permit any interruptions. In her planning, Mrs. Tyler makes use of three publications available from the U. S. Department of Agriculture: the U.S.D.A. recipe file (a card file of more than 400* basic recipes developed especially for the school lunch program), the booklet, *Planning Type A Lunches*, and the latest "Food Buying Guide," issued weekly by regional U.S.D.A. offices. She gathers together all these references, some sharpened pencils and a stack of planning sheets. "It helps if you are just a little bit hungry," she advises, "for then you plan more taste-appealing menus. Certainly one should never plan menus after eating a heavy meal when the mere thought of food is distasteful!"

Multipurpose Planning Form

Her simple planning sheet (see page 108) listing a week's menus is used both in planning menus and in evaluating their nutritive content. The worksheet is the basis of her monthly report to school lunch authorities, as well as a guide in working up a market order and in planning a work chart for cafeteria employees. Copies of the menu are posted where they can be seen by workers, so that during slack periods they can plan and work ahead on the next day's meal. Similar forms can be reproduced very inexpensively on the school's duplicating machine.

*New recipe supplements are now available.



Mrs. Margaret A. Tyler

On the planning sheet, Mrs. Tyler likes to fill in Mondays and Fridays first, Mondays, because there just isn't time to prepare certain kinds of foods in the few hours of Monday morning. Such foods as roasts, potatoes, pies, and gelatins require more preparation time. These can be started early in the afternoon for service the following day. Fridays, too, are a problem to most cooks who are looking for protein-rich, meatless dishes that are acceptable to children. Fish, especially the

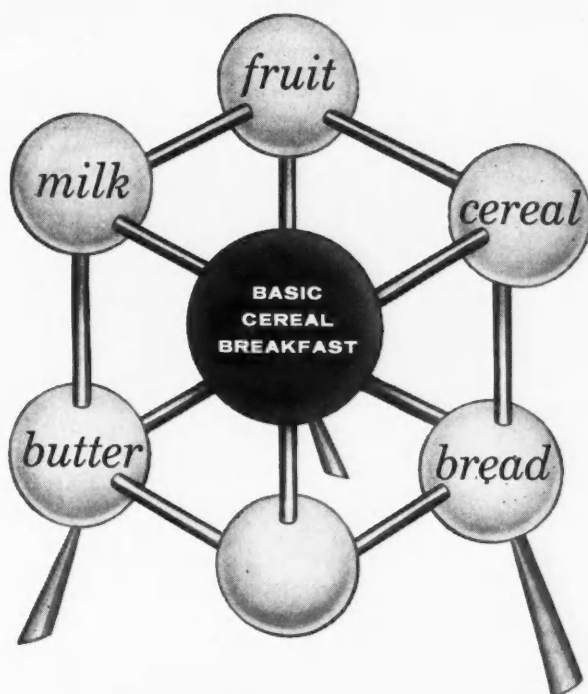
READ THAT LUNCH CONTRACT!

School lunch supervisors are advised to read carefully the Federal School Lunch contracts this year, since they contain some important changes that may affect the management and planning of the lunch program. If questions arise, consult the School Lunch Supervisor in your State or the regional office of the U. S. Department of Agriculture.

shrimp, lobster, and shell fish so widely recommended in Friday menus, is often too expensive to serve to a large number. Cheese, eggs, and peanut butter are rich sources of protein that can be utilized in the Friday school lunch menu. But a word of caution, people tire of the "same old Friday food," so don't repeat a Friday menu more than once every six weeks. At most, other menus might be repeated every third week.

After planning these two "difficult" days, Mrs. Tyler fills in the rest of the week, planning a variety in the types of protein dishes. As with most dietitians she decides on the entree first and plans the meal around it. She likes to serve a roast at least once a week. The roast should be sliced and served so that children can distinguish it as a definite kind and piece of meat. Do not cut up the

(Concluded on page 108)



*a quick and lasting energy breakfast** is a **BETTER BREAKFAST**

The fast tempo and strenuous demands of modern life demand quick and lasting food energy. The Iowa Breakfast Blood Sugar Studies proved that a basic cereal and milk breakfast providing about 20 gm. mixed plant and animal protein (cereal and milk) provided quick and lasting energy throughout the early and late morning hours. This quick and lasting energy basic breakfast pattern consists of the

following: orange juice, $\frac{1}{2}$ cup; cereal (dry weight), 1 oz.; with whole milk, $\frac{1}{2}$ cup; and sugar, 1 tsp.; bread, white enriched, 2 slices toasted; with butter, 1 tsp.; whole milk, 1 cup, and coffee. It provides, for most adults, about one-fourth of the day's requirements of protein and calories and contributes a good share of essential vitamins and minerals.

*What is meant by "Quick and Lasting Energy"?

It is a prompt "lift" due to a quick rise in blood sugar—a lasting "lift" due to the fact that the blood sugar remains up and falls only gradually during the late morning hours. The Iowa Breakfast Studies demonstrated that the basic cereal and milk breakfast provided Quick and Lasting Energy.

FOOD COMES FIRST AT BREAKFAST



At the National Food Conference held in Washington early this year it was reported that about one-half of the population ate inadequate breakfasts. The need for better breakfast eating habits was emphasized. In this 8th September nationwide Better Breakfast Month the Cereal Institute invites you to become a Better Breakfast Booster in your community.

Reference: A Summary of the Iowa Breakfast Studies. Chicago: Cereal Institute, Inc., 1957

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A research and educational endeavor devoted to the betterment of national nutrition

Planning a Type A Menu

(Concluded from page 106)

meat and mix it in a casserole. "Children do not distinguish between ground meat and casserole dishes," she explains. "All the dishes look alike to them. We serve a casserole dish once a week, but on other days we serve a hamburger, frankfurter, ham or turkey, whatever meat we may have, in a recognizable serving, not all mixed up with rice, noodles, or macaroni."

Vitamins and Variety

After deciding on the entree, add the vegetables and salad, keeping in mind vitamin C and A requirements, and such characteristics as color, texture, sweet, and sour. Mrs. Tyler likes to serve a variety of breads with a particular type each day: muffins, biscuits, buns, cornbread, rye, whole wheat, raisin, oatmeal, etc. If the cook excels in baking, numerous varieties are available. Best of all, most of the ingredients (flour, dried milk, eggs) are provided by the government.

Dessert is planned last—and this is the supervisor's last chance to add nutritional needs. Don't forget that fruit—fresh, frozen, or canned—is a highly nutritional dessert, rich in vitamins.

Working directly from her menu sheet, Mrs. Tyler then evaluates the menu according to the Type A requirements set forth in the Planning booklet. A vitamin C food must be served daily; vitamin A food at least twice a week. A half-pint of milk (or more) is the standard beverage in all Type A menus. Bread and butter are required daily.

"Worry about costs on a weekly basis," she suggests. If a week's menu is too high according to your food budget, go back and substitute less expensive meats, for example. If the cost is too low, then is the time to add some extra treats to a menu such as ice cream or whipped cream topping for desserts.

WEEKLY EVALUATED MENU RECORD										
AGREEMENT NO.		SCHOOL		CITY						
TYPE	MONTH	WEEK OF		TO						
TOTAL LUNCHES SERVED	MENU	FOODS USED		SERVINGS PER UNIT	TOTAL SERVINGS PROVIDED					
		KINDS OF FOODS	AMOUNTS OF EACH		Protein	Fruit - Veg.	Bread	Butter	Milk	
MONDAY NO. OF LUNCHES SERVED WITH MILK (200) Without Milk ↓	Italian Spaghetti Cheese stick (C) Lettuce & Spinach Salad (A) Dutch Peach Cake (A) Enriched bread Butter Milk	grd. beef can. pork tom. paste tomatoes Lettuce Spinach Onion Peaches Eggs Cheese	28 lbs. 4 cans 1 #10 4 #10 8 lbs. 4 lbs. 5 lbs. 6 #10 24 5 lbs.	6 13 72 22 12 1/2 4-3/4 3 1/2 24 1 8	168 52 72 88 100 19 17 144 24 40		Slices per loaf (30) (48) (30) (10) (10)	Serving per pound (48) (48) (48) (48) (48)	Total # pts. milk served as a beverage (200) (200) (200) (200) (200)	
TOT. 200	TOTAL SERVINGS OF EACH REQUIREMENT				284	292	300	216	200	
TUESDAY NO. OF LUNCHES SERVED WITH MILK (200) Without Milk ↓	Baked ham Au gratin potatoes Carrot sticks (A) Grapefruit sections (C) Rye bread Butter Milk	Ham ready to eat Potatoes Cheese Carrots Grapefruit sections	28 lbs. 65 lbs. 5 lbs. 15 lbs. 15 #5	8 34 8 5 12	224 40 180 180 466		Slices per loaf (34) (48) (48) (10) (10)	Serving per pound (48) (48) (48) (48) (48)	Total # pts. milk served as a beverage (200) (200) (200) (200) (200)	
TOT. 200	TOTAL SERVINGS OF EACH REQUIREMENT				264	310	340	216	200	
WEDNESDAY NO. OF LUNCHES SERVED WITH MILK (200) Without Milk ↓	Beef stew (A) Biscuits Honey or Jam Orange juice (C) Chocolate cake Butter Milk	boneless beef can. pork conc. orange juice potatoes carrots celery onions eggs	25 lbs. 5 cans 2 1/2 cans 40 lbs. 20 lbs. 10 lbs. 36 lbs.	6 13 46 3 1/2 4 1/2 5 1/2 1 1/2	150 65 115 130 85 50 377 36		Slices per loaf (48) (48) (48) (48) (48) (48) (48) (48)	Serving per pound (48) (48) (48) (48) (48) (48) (48) (48)	Total # pts. milk served as a beverage (200) (200) (200) (200) (200) (200) (200) (200)	
TOT. 200	TOTAL SERVINGS OF EACH REQUIREMENT				251	262	Bis.	240	200	
THURSDAY NO. OF LUNCHES SERVED WITH MILK (200) Without Milk ↓	Salt bury steak Buttered noodles Cole slaw (C) Melon cup (A) Raisin bread Butter Milk	grd. beef can. pork eggs cabbage cantaloupe watermelon	30 lbs. 5 cans 12 25 lbs. 40 lbs. 40 lbs.	6 13 1 6 1/2 3 2 1/2	180 65 12 156 120 100		Slices per loaf (34) (48) (48) (48) (48) (48)	Serving per pound (48) (48) (48) (48) (48) (48)	Total # pts. milk served as a beverage (200) (200) (200) (200) (200) (200)	
TOT. 200	TOTAL SERVINGS OF EACH REQUIREMENT				257	250	272	288	200	
FRIDAY NO. OF LUNCHES SERVED WITH MILK (200) Without Milk ↓	Fish sticks Parsley potatoes Tomato juice (C) Pumpkin pie (A) Whole wheat bread Butter Milk	fish sticks potatoes (cooked) tom. paste pumpkin eggs	25 lbs. 70 lbs. 3 #10 2 1/2 #10 48	8 34 72 24 1	200 227 216 48 48		Slices per loaf (30) (48) (48) (48) (48)	Serving per pound (48) (48) (48) (48) (48)	Total # pts. milk served as a beverage (200) (200) (200) (200) (200)	
TOT. 200	TOTAL SERVINGS OF EACH REQUIREMENT				248	326	300	240	200	

(Use latest Guide to Planning School Lunches)

Study this menu chart carefully noting how Mrs. Tyler uses it to evaluate school lunch requirements. The basic chart can be easily duplicated on 8 1/2 by 11 paper, leaving blanks for writing in menus and evaluations.

TWO NEW CONVENIENCE FOODS



← Add two parts of water to Win and you have a delicious baker's cheese for cheese cakes, pies, fillings and icings. The new powdered cheese product from Armour and Co., Chicago, can be stored without refrigeration.

(For Further Details Circle Index Code 0161)

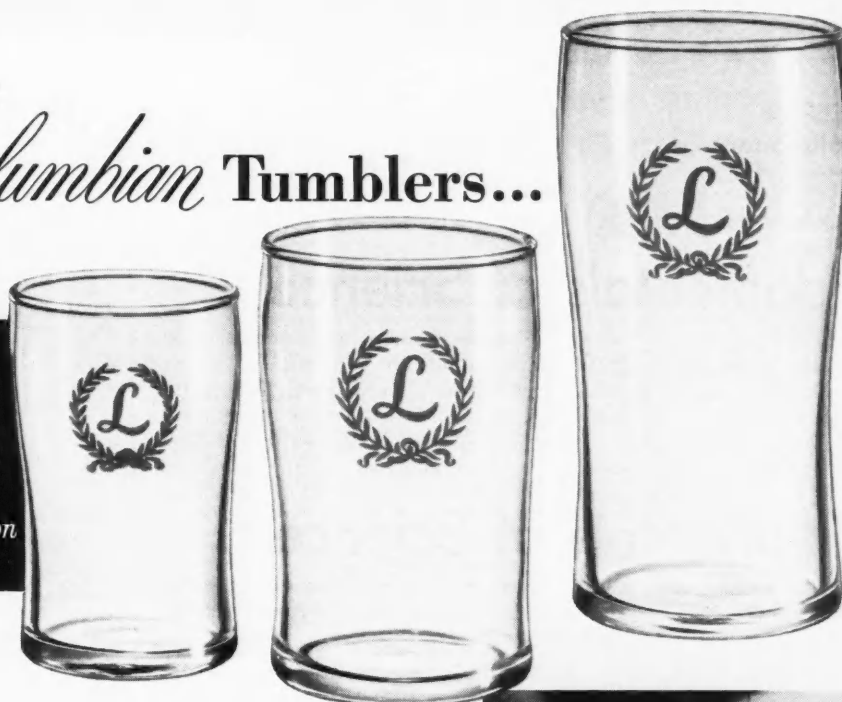
Add Sauce-quik to water, boil 5 minutes → and the result is a perfect white sauce. Accent International, Inc., Skokie, Ill., puts it up in 2 lb. packages. Wonderful for chowders, sauces, gravies, creamed soups and vegetables. Add cheese for a luscious Newburg sauce.

(For Further Details Circle Index Code 0162)



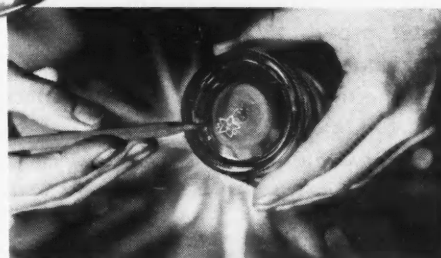
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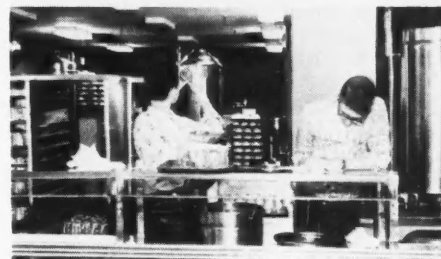


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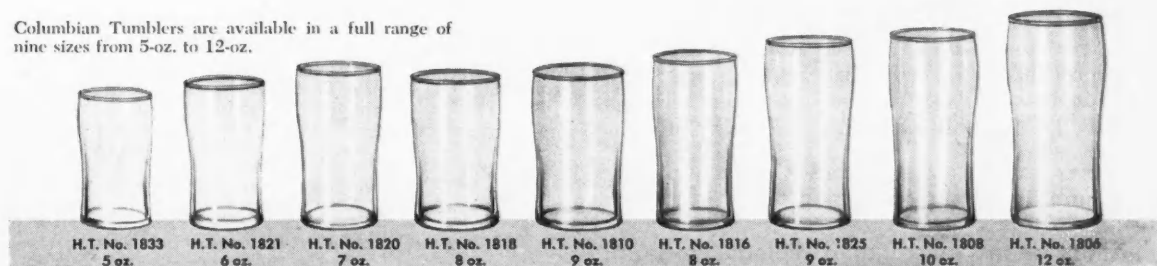
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. . . planned as an introductory course in the modern high school science program, has been four years in preparation. The authors, H. Austin Taylor, Ph.D., Professor of Physical Chemistry, New York University, and Brother Frederick T. Weisbruch, S.M., M.S., Director, Maryhurst Preparatory School, Kirkwood, Missouri, are teachers and writers of considerable experience and reputation in their fields.

Fundamentals of Science . . .

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the basic scientific ideas of the modern world and how they have grown

the nature of controlled experimentation, and

the meaning of the scientific method

How did science begin? How has it developed? What is its unity? The Program studies the basic ideas in science, as well as the great men and the famous experiments, *not as history*, but as the laboratory materials from which to learn *what science is* from *what has been scientifically accomplished* and *how this was done*.

THIS approach to science, by aiming to teach basic principles and the nature of scientific thinking, develops a much-needed appreciation of ideas in science, while at the same time training the minds of students. This approach also introduces science into the cultural development of the student. It inculcates the ideal of science as contributing to man's understanding of the world, himself, and his history. In this way it serves the deeply Christian purpose of teaching science as the pursuit of truth — the same pursuit that, in other ways, animates the philosopher and the theologian.

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Catholic Textbook Division

Doubleday & Company, Inc., New York, Toronto

New Books of Value to Teachers

(Continued from page 10)

The Child's World

Editor-in-chief is Miss Wilma McFarlane. The Child's World Inc., 308 W. Washington St., Chicago 6, Ill., 1956-1957.

According to the committee in charge, the material of these six books has been deliberately planned with the needs of the preschool and pre-encyclopedic child in mind. However, much of the contents will be valuable to the child in the upper grades and even later.

These books are printed on a superior grade of paper in large, clear, well-spaced, twelve-point type and are attractively and durably bound with covers that can easily be wiped off with a damp cloth. The work has been beautifully and appropriately illustrated with colored and black and white sketches and also photographs.

Many pros and cons might be listed regarding these volumes which bear the following titles: *Stories of Childhood*, *People and Great Deeds*, *Plants and Animal Ways*, *The World and Its Wonders*, *Countries and Their Children*, and *Guidance*, but the number of pros will probably be the greater.

Based on the objectives of the authors, the volumes do provide parents, guardians, and teachers of the young child with a source of material for the legendary and traditional stories of childhood — Mother Goose, nursery tales and fables — although sometimes in an abridged and condensed form. Most of the biographical sketches are of famous people in whom young children will be or should be interested. Little people will even delight in a number of the legendary heroes included.

Specialists have prepared the material on *Plant and Animal Life* as well as on the *Wonders of the World*, so it is presented quite directly and scientifically although not always accurately in terms of the ordinary or average person's reading. For instance, on page 215 of Volume III, *bacterium* is defined as meaning the smallest known plant and *bacteria* more than one such plant while the caption under the accompanying picture uses the plural noun with the singular verb — *How bacteria multiplies*. In a number of other instances, too, a more precise and exact proof-reading would have taken care of these errors which in themselves are not too serious but, at the same time, are not to be commended in a printed edition. Some of the topics might stretch beyond the interests of the pre-ten-year-old but in our ever broadening scope of children's knowledge today, leaders must be prepared to cope with the emerging curiosities of boys and girls.

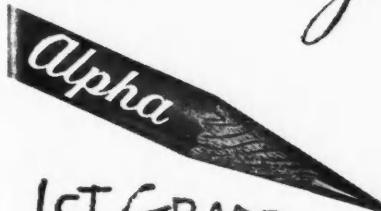
To further our better understanding of the people of the world, children, likewise, cannot be exposed too young to the customs and mannerisms of people of other lands. Volume V presents a splendid aspect of early American Indians as well as glimpses into part of many other countries.

In the volume on *Guidance* (Number VI) brief articles on problems in child care and character traits are set forth along with a suggested list of Library Readings for the benefit of those who are using the entire set of books.

That these volumes have drawn together a wealth of resource material is evident as is

(Continued on page 111)

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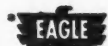
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New Books

(Continued from page 110)

also the fact that much of this same material is condensed, abbreviated, and limited in relation to the original productions. That many of these articles and topics are available in a complete and developed book alone or a combined series of books is also true as well as the realization that many of the illustrations and pictures are uneven in style and quality and that the price of one of these volumes could purchase several other books.

However, in a situation where one is eager to have "organization" as a means of reference for stories of nature, science, people, countries, etc., these volumes would serve a very worthwhile purpose. To stimulate interest in reading and to create a desire toward finding out "what's in a book," little people's thinking could be geared wisely. For children who are able to read for themselves, the books would offer a splendid background.

Furthermore, in this day of trying to help each child progress at his own level, the *Child's World* in its encyclopedic appearance would furnish the slow learner in the upper grades a means of reading basic information—scientific, biographical, and legendary—from a source that would have an adult format.

Such books in a school, as a rule, are more valuable in individual classrooms rather than in a centralized library, for they are not to be read as a continued story but in instances of definite and specific reference.

—School Sisters of St. Francis
Milwaukee, Wis.

Audio-Visual Materials, Their Nature and Use

By Walter A. Wittich and Charles F. Schuller. Rev. Ed. Cloth, 570 pp., \$6.75. Harper & Brothers, New York 16, N. Y., 1957.

This profusely illustrated and attractive revision of a 1953 publication covers the following audio-visual aids: chalkboard, flat pictures, graphics, the study display, globes and wall maps, three-dimensional materials, community study, tape recorder, still projection, 16mm. sound motion pictures, and television. The authors open with a discussion of the current educational situation and a consideration of how people learn. In the final chapter, "Local School Administration and Audio-Visual Materials," they offer concrete recommendations regarding construction, costs, and classroom light control.

Descriptions of realistic situations introduce the various chapters, and aid in their readability. Numerous appropriate illustrations complement the text and the frequent question and judgment captions encourage the reader to do independent thinking.

The text is replete with specific content from many films, filmstrips, and other audio-visual materials and thus is practical and interesting. Chapter summaries, suggested activities, and bibliographies add further to the usefulness of the book. A 17-page classified listing of typical commercial and library sources of various audio-visual materials appears in the appendix.

—Ella Callista Clark, Ph.D.
Marquette University

The Singer's Manual of English Diction

By Madeleine Marshall. Cloth, 202 pp., \$3.75. G. Schirmer, Inc., New York 17, N. Y., 1958.

(Continued on page 112)

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New Books

(Continued from page 111)

A text to encourage and teach clear diction for the stage singer. The methods are those accepted for the stage because of the clarity, accuracy, and expressiveness gained. The methods used are those that have been taught and used successfully for the past 20 years by the author. The book teaches proper enunciation and a neutral standard English free from regional accents and understandable to any audience.

The author is an instructor in English diction at the Juilliard School of Music and has worked with the Metropolitan Opera. She is also on the staff at the Union Theological

Seminary and has worked extensively with both individual singers and network programs.

The Splendor of Music

By Angela Diller. Cloth, 223 pp., \$4.75. G. Schirmer, Inc., New York 17, N. Y., 1957.

A practical handbook for teachers of piano. The author has related many of her own vast experiences in the pages of this text which will help the teacher of music. The variety of subjects included is extensive and practical. Various aspects of teaching piano are detailed such as, phrasing, counting, ear-training, memorizing, how to arrange practices and what to select for them. The book will also be an aid for parents in order for them to help both the child and the teacher.

Miss Diller was the first winner of the Mosenthal Fellowship in Composition at Co-

lumbia University and is the cofounder and present director of the Diller-Quaile School of Music in New York City. She is also coauthor of the *Diller-Quaile Series*, a popular set of music books which now comprises more than forty volumes.

Social Education in Elementary Schools

By Henry J. Otto, Ph.D. Cloth, 507 pp., \$5.50. Rinehart & Co., Inc., New York 16, N. Y., 1956.

The purpose of this book, according to the author, is to give upper division college students, experienced teachers and administrators, and interested laymen an overview of the elementary school's role in developing a "whole" some social, character, and citizenship education.

The first part of the book is devoted to a summary of child development which lays the groundwork for the rest of the text. The social aspects of this development are the concern of social education, the objectives of which are: (1) self-realization; (2) human relationship; (3) economic efficiency; (4) civic responsibility (taken from Educational Policies Commission of NEA, 1938 list).

In both Parts I and II the author describes current "good" practices which he finds in the "good" elementary schools. In the better schools the classroom is viewed as a miniature society and the more democratic it is, the greater shall be the "social" learning. The same concept of democracy should also apply to the all-school activities (safety patrols, student council, field trips, lunch room behavior, and social parties) as well as to speech activities, literature, and physical education. Special attention is given to the role of the social studies classes in achieving the social objectives of education.

In Part III the author poses and discusses many of the most important problems and issues in elementary education. His sympathies lie with those who advocate some form of social democracy where "democracy in its fullest meaning is a philosophy of life, its value premises must permeate all the activities in which men engage" (p. 276). In the light of this philosophy, he evaluates the practices of the elementary school.

— A. M. Dupuis
Marquette University

Secondary Education for American Democracy (Rev. Ed.)

By R. S. Gilchrist, W. H. Dutton, and W. L. Wrinkle. Cloth, 441 pp., \$5. Rinehart & Co., Inc., New York 16, N. Y., 1957.

This book might well have been entitled *An Introduction to American Secondary Education*, for it covers just about every topic in that field. There are sections devoted to the philosophy of secondary education, teaching psychology, history of education, teaching methods in secondary schools, school administration, general education, education of exceptional students, guidance, extracurricular activities, the teaching profession, discipline, and evaluation.

One of the highlights of the book is found in those paragraphs devoted to a description of practices in secondary education which seem to have great promise. In evaluating these practices the authors reveal their general opposition to practically all that is "traditional." But they also avoid the opposite extreme, i.e., they do not accept every practice merely because it is new. They feel every new practice should be put to the acid test of classroom situations.

The authors are firmly convinced that we shall have a higher standard of living, that

(Concluded on page 114)

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New Books

(Concluded from page 112)

there shall be a happier life for most Americans, and that as individuals improve themselves, "success" shall be assured. To achieve these goals and to continue in our present position of world leadership, more education for all American youth is needed, a type of education which will concentrate on developing the abilities of "problem solving" and getting along with others.

In conclusion, one might say that we anticipate wide use of this book in introductory courses for secondary education students. It might be well to supplement this study with a critical analysis by the instructors and students.

—A. M. Dupuis
Marquette University

Problems in Teaching Industrial Arts and Vocational Education

By Walter B. Jones. Cloth, 213 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

The author of this book is an outstanding Pennsylvania educator. He is a professor of education and director of vocational teacher education at the University of Pennsylvania.

The book presents a collection of problems and solutions which are common to the teacher and supervisor in industrial education, and the solutions that have been found helpful by hundreds of experienced, outstanding industrial teachers. It is intended for the supervisor, the in-training teacher, and those already in service to help them do a more effective job of preparing young men for skilled jobs in industry.

Collage and Construction

By Lois Lord. Cloth, quarto, \$5.95. Davis Publications, Inc., Worcester 8, Mass.

The agglomeration of fragmentary materials into artistic designs, usually abstract in nature, is a small children's activity, which can be used in primary and elementary schools in the development of imagination and numerous artistic skills. This book outlines successful activities which the author has used and observed in use in classes from the kindergarten through the junior high school. Practical suggestions are given for construction of stabiles and mobiles which are not beyond the ability of children but which progress in use of materials and designs as the children grow in age and experience. Special sections of the work are devoted to wire sculpture and to special constructions for school and home use. The latter recommendations include some happy ideas for posters, greeting cards, holiday decorations. The book is superbly illustrated with photographs that will help even the skeptic to use collage.

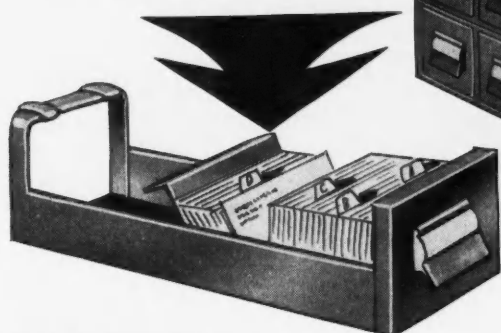
Elementary German Series

By Peter Hagboldt. Ed. by Werner F. Leopold. Books One to Five. Cloth, 294 pp. D. C. Heath & Co., Boston 16, Mass., 1957.

About 20 years ago the late Peter Hagboldt of the University of Chicago wrote this series of stories as basic material in teaching a student to read German in the same way that he learns to read English—beginning with the simplest vocabulary and constructions and progressing gradually. The original publication beginning as an experiment rapidly gained popularity and kept itself in the forefront despite the later publication of several competing series.

This 1957 edition is embellished with illustrations. It has a complete vocabulary as well as other necessary teaching aids.

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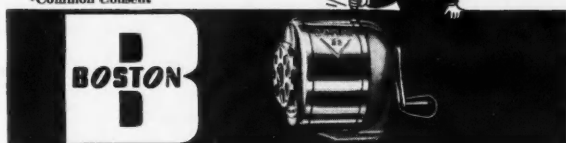
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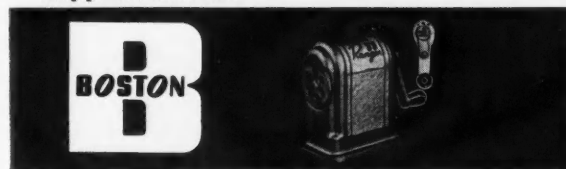
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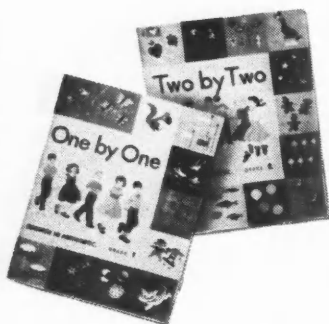
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Catholic Education News

HONORS AND APPOINTMENTS

President of St. Benedict's

REV. BRENDAN DOWNEY, O.S.B., is now president of St. Benedict's College, Atchison, Kans. In announcing the appointment, on May 21, Abbot Cuthbert McDonald explained that the growth of the college now demands a president who can give all his attention to the administration and academic leadership to the institution. Heretofore these duties have been part of those of the abbot. With the appointment of a president, a new office of chancellor of the college has been created; this office will be held by the abbot.

Father Brendan, who has a master's degree in English from Oxford University, has been a professor of English and prefect of students at St. Benedict's and has been a leader in faculty planning for construction and equipment of new facilities and in development of the curriculum.

Franciscan Brothers Appointment

BROTHER BERNARDINE, O.S.F., is the new master of novices at St. Francis Novitiate, Wyandanch, Long Island, N. Y. He has been assistant superior general and a member of the order's general council. Recently he was principal at St. Joseph's School, Babylon, L.I., and superior of the friary there. He is also a member of the board of trustees for St. Francis College and on the survey advisory committee of the bureau of child guidance for the New York City board of education.

UNESCO Office to Dr. Shuster

DR. GEORGE N. SHUSTER, president of Hunter College, New York City, has replaced DR. ATHELSTAN F. SPILHANS as American member of the UNESCO Executive Board. This is the interim governing body of the organization.

Dr. Shuster was one of the original members of the U. S. National Commission for UNESCO and served as chairman from 1953 to 1954. He participated in a UNESCO conference in Sao Paulo, Brazil, on improving cultural relations between the old and new worlds. He has served in various capacities as consultant to the U. S. government. In 1954 and 1955, he was a member of the general advisory committee, division of cultural relations, of the Department of State. In 1945, he was an adviser to the American delegation to the London Conference on International Education and a delegate to the UNESCO General Conference in Paris in 1956. He was land commissioner for Bavaria in 1950 and 1951.

Siena Medal

MRS. JAMES F. LOORAM, for 26 years chairman of the motion picture department of the International Federation of Catholic Alumnae, official reviewing group of the Legion of Decency, received the Siena Medal of Theta Phi Alpha Sorority on June 14.

New St. John's President

REV. CHARLES J. LAVERY, C.S.B., former registrar of St. Michael's College, Toronto, has been named president of St. John Fisher College, Rochester, N. Y. Father Lavery succeeds VERY REV. JOHN F. MURPHY, C.S.B., who will assume his new duties at the University of St. Thomas, Houston, Tex.

(Concluded on page 117)

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Catholic Education News

(Concluded from page 116)

National Newman Club Chaplain

REV. GEORGE GARRELTS, chaplain to the Catholic students at the University of Minnesota and director of the Newman Club there, has been named chaplain of the National Newman Club Federation.

Unique Honor

ARCHBISHOP AMELTO G. CICOGNANI, Apostolic Delegate to the United States, received the first honorary degree of doctor of sacred theology from the Catholic University of America, Washington, D. C., in June.

Honor to Youth Leader

MSGR. JOSEPH E. SCHIEDER, director of the youth department, National Catholic Welfare Conference, was the recipient, on June 10, of the 1958 St. John Baptist de La Salle Medal of Manhattan College. Father Schieder has long been active in aiding the youth of the world. He is a past director of the Buffalo, N. Y., diocesan Confraternity of Christian Doctrine, and a director of the youth bureau of the Buffalo police department. In recognition of his ability and experience in working with American youth, President Eisenhower appointed him an adviser on his Fitness Program for Youth in 1956. In 1957, at the National Catholic Youth Convention in Philadelphia, Msgr. Schieder was awarded the Star of Solidarity from the Italian government for his assistance to the youth of the world. Msgr. Schieder is the founder of National Catholic Youth Week.

Clearing House Committee

The National Catholic Educational Association's committee on adult education, at its workshop held recently at the Catholic University of America, organized a clearinghouse for all Catholic education programs. The new committee will be known as the National Catholic Education Commission. Newly elected officers for the committee are: REV. SEBASTIAN F. MIKLAS, O.F.M., Cap., Catholic University, president; ANTHONY SALAMONE, St. Louis University, vice-president; and SISTER JEROME KEELER, O.S.B., Donnelly College, Kansas City, Kans., executive director.

Work in Home Economics

Two nuns who were instrumental in establishing the graduate program in home economics education at St. Louis University, St. Louis, Mo., recently received a special Papal blessing and commemorative plaque from Pope Pius XII. SISTER M. ANSELM, C.S.J., and SISTER M. PIERRE, B.V.M., were presented with the plaques by Very Rev. Paul C. Reinert, S.J., president of the university. Sister Anselm is a full time member of the university faculty. Sister Pierre is on the faculty of Mundelein College in Chicago and teaches at the university during the summer. St. Louis University is the only Catholic University in this country which offers graduate work in home economics education.

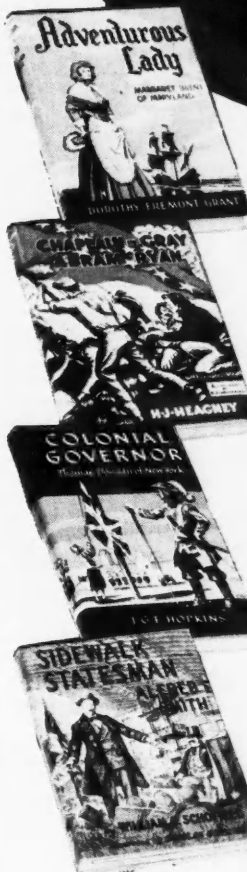
Jacques Maritain Is Honored

Noted French philosopher JACQUES MARITAIN has been named a grand officer of the legion of honor—France's top military and civilian award—by the council of ministers of the republic. Mr. Maritain, who served at one time as French ambassador to the Holy See, is a professor emeritus of Princeton University.

American Background Books

The exciting and dramatic stories of Catholic heroes and heroines in American history

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By DOROTHY FREMONT GRANT. A remarkable woman's thrilling experiences in colonial Maryland.

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Thomas Dongan of New York

By J. G. E. HOPKINS. The story of the first Catholic Governor of New York.

CAVALRY HERO:

Casimir Pulaski

By DOROTHY ADAMS. An exciting biography of the Polish officer who fought in the American Revolution.

SIDEWALK STATESMAN:

Alfred E. Smith

By WILLIAM G. SCHOFIELD. The rousing story of the newsboy who rose to be Governor of New York, nominee for the presidency of the United States.

CHAPLAIN IN GRAY:

Abram Ryan

By H. J. HEAGNEY. A thrilling biography of the poet-priest of the Confederacy who helped to heal the breach between North and South.

MERE MARIE OF NEW FRANCE

By MARY FABYAN WINDEATT. The adventures of Mère Marie of the Incarnation in early Quebec among colonial settlers and the savage Iroquois.

BLACK ROBE PEACEMAKER:

Pierre De Smet

By J. G. E. HOPKINS. A story of the heroic accomplishments of the Jesuit missionary-explorer and champion of the Indians in the West.

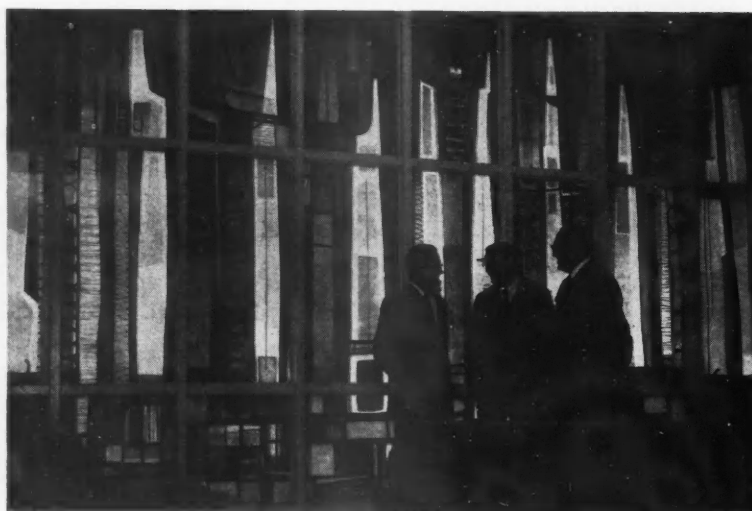
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NEW SUPPLIES AND EQUIPMENT

"STAINED GLASS" WINDOW OF LAMINATED SAFETY GLASS



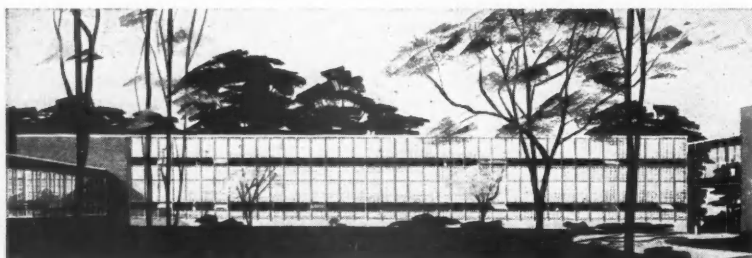
Artist John Hatch (center) poses with Monsanto officials at the unveiling of the new laminated window wall.

A "stained glass" window of laminated safety glass has been developed by the Plastics division of Monsanto Chemical Co., Springfield, Mass. The new method is a modern adaptation of a conventional manufacturing process more than 1000 years old. Making conventional stained glass is a 14-step process; laminated stained glass requires just two steps, painting and laminating.

The first installation of this new art technique was unveiled recently at the University of New Hampshire, Durham, N. H. Laminated safety glass seals a 240 sq. ft. abstract painting into a 24-panel window wall at the university's Memorial Union. The design was created by John W. Hatch (above), an associate professor of art at the university, who painted directly

on the glass surface. The painting was then sealed into a laminate of three layers of tough plastic sheeting and another sheet of unpainted glass. The five layers were bonded by heat and pressure. Conventional safety glass has only one plastic interlayer, but two extra layers were used to cushion the uneven painted surfaces. Monsanto has developed special non-fading paints that are compatible with plastics and capable of withstanding high laminating temperatures. Guardian Glass Co., Detroit, did the laminating. Hatch painted in black lines to simulate the usual leading; however large panels could be painted without real or simulated leading.

(For Further Details Circle Index Code 0163)



New Junior High School, Farmington, Mich., uses Thinlite wall.

THINLITE CURTAIN WALL

A revolutionary new curtain wall system by Owens-Illinois, Toledo, Ohio, provides controlled daylight and completely prefabricated construction. The new glass unit, developed

after 20 years of research in the field of prismatic glass block, is hollow, two inches thin, and 12 in. square. The lightweight units are preassembled at the factory into standard panels two ft. high by 4 or 5 ft. long. Perimeters of extruded aluminum interlock for quick

installation. Weighing only 90 lbs., the panels can be easily fitted into place by two men and installed with a screwdriver. The glass unit has a 1 in. airspace that has an insulating value equal to double glazing. The basic daylight panels are available in three colors: white for daylight use, blue-green for severe sunlight exposures, and yellow for nonsun exposures. They offer a variety of expression to the architect for the panels can be effectively combined with colorful ceramic or porcelain panels, with window units and other decorative panels. Their quick installation recommends them for winter construction.

(For Further Details Circle Index Code 0164)

ELECTRONIC SYSTEM COMBINES SOUND, TV, AND SAFETY UNITS

An ingenious network combines communication, alarm, and television systems into a single electronic system, called MCS (Multi-purpose Communication and Signaling) system. The new system is just a preview of electronic cost-saving that will be available to



MCS Control Board

the school of the future, according to the manufacturers, DuKane Corp., St. Charles, Ill. A single installation features at least six separate systems: 1) Fire or emergency alarm and panic control; 2) Program clock system to sound class-breaks and control classroom clocks; 3) Central sound, public address and program distribution; 4) Private telephones for two-way communication between office and classrooms; 5) Television program distribution for both regular commercial channels or closed circuit programs originating in the school; and 6) School-to-home equipment for teaching bedridden or invalid pupils. All units are controlled by the same central "nerve center." By installing one combination unit, drastic savings can be made over the cost of installing separate systems, say the manufacturers. Moreover as the school grows, provision can be easily made for adding new electronic services using the same basic set of wires and conduits. The entire MCS system is available for installation in schools now; or parts of the system can be installed with provision for future installation of the remaining features, at a substantial saving in the over-all wiring costs. Send for more details.

(For Further Details Circle Index Code 0165)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

WORLD HISTORY MAPS

A new series of 16 large, 64 by 44-in. maps portray the history of the world from the origins of man to 1958. Published by Denoyer-Goppert Co., Chicago, the series was edited by three Chicago teachers, William H. McNeill, Morris R. Buske, and A. Wesley Roehm. The complete series, to be available by the end of the year, will be suitable for use in high schools or colleges. Major historical trends are indicated on the maps by special symbols and inset maps. Typography of the areas is presented in visual-relief printing. The conventional spring-roller mounting is priced at \$9 each. Send for prices of individual maps, sets, or other mountings.

(For Further Details Circle Index Code 0166)

DESK TOP COLLATOR

Church and school offices are frequently burdened with the tedious task of assembling multiple sheets of duplicated material into sets. Here is a new, low-cost electric collator, operated on a standard a.c. outlet, that will do the job speedily. Thomas Collators, Inc.,



Portable Office Aid

New York City, has designed this six-sheet collator expressly for the small office that does not need a more expensive office model or has a light load of collating. In one minute the model gathers 120 sheets or 20 sets of six sheets each. Each bin holds 1 1/4 in. of standard 8 1/2 by 11-in. paper. Buried feed rollers will handle paper weights from the lightest tissue or onionskin up to 1/8-in. cardboard. Made of steel with a silver hammeroid finish, the machine measures 12 by 15 by 15 inches, and weighs only 35 lb., so it is easily portable by any office girl.

(For Further Details Circle Index Code 0167)

HANDWRITING EVALUATION

A set of scientific Evaluation Scales for grading pupil's handwriting ability is offered by The Zaner-Bloser Co., Columbus, Ohio. The comparative samples of handwriting for grades 1 through 9 are individually packaged in an envelope for each grade. Samples of manuscript printing are given for grades 1 and 2, while samples of cursive writing are presented for grades 3 through 9. The accordion-folded samples simplify comparison with a pupil's handwriting. Reasonably priced, the scales are available in complete sets or in dozen quantities.

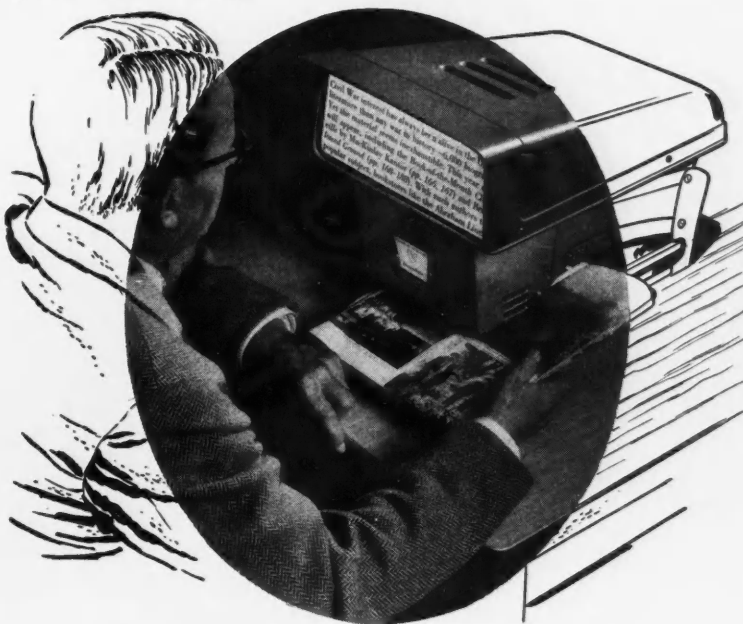
(For Further Details Circle Index Code 0168)

(Continued on page 120)

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This new device offers sight-saving classes an exceptional new reading aid. In addition, many students with impaired vision can now attend regular classes. Pilot models, field tested by visually handicapped children, have been enthusiastically accepted by them. Low cost makes the AO Projection Magnifier attractive to school budgets and well within the means of any family needing one to assist in home study.

Operation is easy; plug in, switch on, place reading material on movable platform, lower optical head to contact the printed page. Without further adjustments read direct from the built-in, 4 1/2" x 12" illuminated screen.

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UP!

New Products

(Continued from page 119)

AUDITORY TRAINING UNIT

A new auditory training unit, developed by Beltone Hearing Aid Co., Chicago, frees the hard-of-hearing child from being "plugged into amplified sound." Basically the new unit consists of two high-powered, wide-band hearing aids built into a headset. Completely self-contained and self-powered, it weighs only 6½ oz. The pupil can move about the room without being plugged into an amplifier. The teacher can speak normally without using a microphone or amplifying device. With this headset, the child hears sounds binaurally, or from any direction. For use in clinics and schools for the deaf, the set is helpful in developing correct voice and speech patterns.

(For Further Details Circle Index Code 0169)

TABLE WITH CHROME LEGS

Metwood Mfg. Co., Inc., Hanover, Pa., presents a new look in folding tables with a table featuring chrome-plated legs of 1¼-in. tapered steel tubing. Table top is plastic



Streamlined Folding Table

laminated on a fir plywood core, completely edged with aluminum moulding. Tables come in six- or eight-foot lengths, 30 or 36-in. widths, at a standard height of 30 in. Legs lock automatically into place so that the table cannot possibly collapse. The steel apron and legs are so constructed that there is no knee interference on either sides or ends. Easily erected by one person, the tables fold compactly into less than 2½ in. thick for easy stacking and storage.

(For Further Details Circle Index Code 0170)

CLASSROOM MISSAL

A new student edition of the Maryknoll Missal is available from the book's publisher, P. J. Kenedy & Sons, New York City. Retailing at \$3.95 each, the student copy is identical in content and format with more elaborately bound editions now on the market. Approximately 180 high school students in three cities will receive complimentary copies of the new missal which were won in a drawing held at the 1958 NCEA convention by their teachers: Sr. M. Bernardine, O.S.B., St. Benedict's, Erie, Pa.; Sr. M. Concepta, O.P., St. Francis de Sales, Riverside, Calif.; and Sr. M. Scholastica St. John the Apostle, Hialeah, Fla. Send for more details on the student missal.

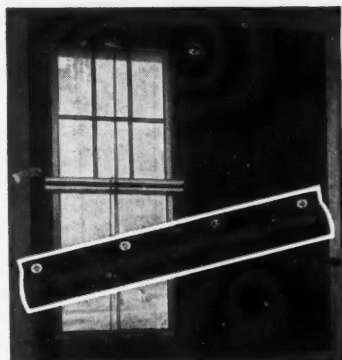
(For Further Details Circle Index Code 0171)

(Continued on page 122)

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How Many Classrooms Will One Set of PAKFOLDS Darken?

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Solid Kumfort Chairs that Fold let you make multiple use of your facilities because they are so easy to move, rearrange and store. And you will find the style you want with Rastetter Chairs. You have a choice of 21 attractive models in five finishes for wood and two metallic finishes for magnesium chairs. Upholstered seats on all models, many have padded backs. Seventeen beautiful leatherette colors available.

The famous steel Hinge and Brace construction makes Rastetter Chairs far stronger than conventional chairs of equal weight . . . they take the hardest abuse without showing it. Above all, they seat your guests more comfortably! Models with or without kneelers are available.

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with Kneeler
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Time to show her the charming animated film
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Please send me free, except for return postage, your 16 mm. sound and color film,
"The Story of Menstruation." Day wanted (allow 4 weeks)

2nd choice (allow 5 weeks) 3rd choice (allow 6 weeks)

Also send the following: _____ copies of "You're A Young Lady Now" (for girls 9 to 12)
_____ copies of "Very Personally Yours" (for girls 12 and over)

☐ Teaching Guide ☐ Physiology Chart ☐ Mother-Daughter Program

NAME _____

SCHOOL _____ GRADE _____

STREET _____ CITY _____ ZONE _____ STATE _____

THE STORY OF MENSTRUATION
by
Walt Disney Productions

Each year over 100,000 girls begin to menstruate before they are 11. So do your girls a favor by showing them this movie early in their lives. With naturalness and charm, this 10-minute, 16 mm. sound and color film explains just what happens during menstruation and why. Appealing Disney-style characters dramatize health and grooming rules. Prints available on short-term loan.

"YOU'RE A YOUNG LADY NOW" is a lovely illustrated booklet which gives added information to the pre-teen girl.

"VERY PERSONALLY YOURS" offers more detailed explanation for the teen-age girl. Also available: Teaching Guide, Physiology Chart and new Mother-Daughter Program.

This entire program is available without charge from Kimberly-Clark Corporation, makers of Kotex sanitary napkins.

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7066 and 7066B for those who prefer a soft, red typewriter eraser.

A.W.Faber-Castell Pencil Co. Newark 3, N. J.

New Products

(Continued from page 120)

CUSHIONED PLAYGROUNDS

The Outdoor Safety Carpet, developed by the Firestone Tire & Rubber Co., Akron 17, Ohio, greatly reduces the possibility of in-



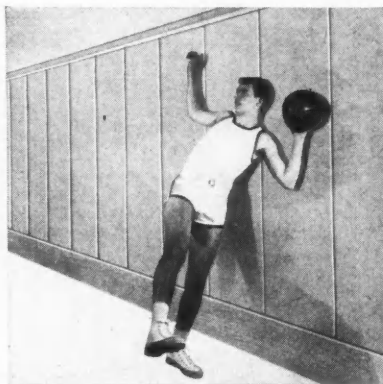
Safety Padding

juries suffered from falls on playgrounds. Consisting of vulcanized rubber paving blocks, it acts as a cushion under the critical areas of playground apparatus. The 18-in. square blocks are installed as easily as asphalt tile. They can be laid on the resilient Rub-R-Play Surface, an earlier protective device developed by Firestone, or on harder materials such as blacktop or concrete. The use of the Outdoor Safety Carpet deflects cuts, fractures, skinned knees, and even more serious injuries.

(For Further Details Circle Index Code 0172)

PADDED WAINSCOTING

A safety wall covering of vinyl-covered foam rubber has been announced by Fred Medart Products, Inc., St. Louis 18, Mo. Safe-Wal is a cushion plastic foam fastened to a plywood backing and covered with a



Covered Foam Rubber

heavy vinyl-coated fabric. The foam absorbs the shock of body impact, thereby lessening

(Continued on next page)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

fund raising that's fun!

Your school, or any group within it, can raise \$300 to \$2,500 in 15 days or less selling famous Mason 10c Candy Bars

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- Famous "MASON" Brand

Fill out coupon below. Mason will send you candy samples beforehand with no obligation. You give us no money in advance. We supply on consignment famous Mason 10¢ Candy Bars, packed 5 bars in each package, wrapped with your own personalized wrapper at no extra charge. You pay 30 days after receipt of candy. Return what you don't sell. Candy is sold at regular retail price. On every box sold you keep \$6.00 and send Mason \$9.00 (66% profit on cost). There's no risk. You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES and samples.



• MR. EDWARD STOYE
• Fund Raising (Dept. CS-9)
• Mason, Box 549, Mineola, N. Y.
• Gentlemen: Please send me without any obligation, samples and information on your Fund Raising Plan.

• NAME _____
• GROUP NAME _____
• ADDRESS _____
• CITY _____ STATE _____
• Mason Candies, Inc., Mineola, L. I., N. Y.

CATHOLIC SCHOOL JOURNAL

New Products

(Continued from preceding page)

injuries due to "crash" accidents. The protective material can be easily installed over unfinished walls, eliminating protective mats and other more expensive wall finishings. The vinyl covering resists perspiration, moisture, grease, and dirt; the foam is rot- and vermin-proof. An occasional wipe with a damp cloth is all the maintenance needed. The panels are 2 ft. wide and available in heights of 5, 5½, and 6 ft. Safe-Wal comes in standard willow-green or buff, and a wide selection of custom colors. Send for the manufacturer's catalog.

(For Further Details Circle Index Code 0173)

ALUMINUM PLUMBING FIXTURES

Plumbing fixtures of unbreakable cast aluminum are manufactured by the Aluminum Plumbing Fixture Corp., Burlingame, Calif. Lavatories, toilets, and combination units are offered. Designed primarily to withstand a great deal of punishment, the units are crack-



Combination Unit

tamper-, and vandal-proof, and almost completely immune to hot and cold. Smooth contour lines make for easy maintenance. Available in nonchip white or pastel colors, the new fixtures are nominally priced. Request catalog and specification sheets.

(For Further Details Circle Index Code 0174)

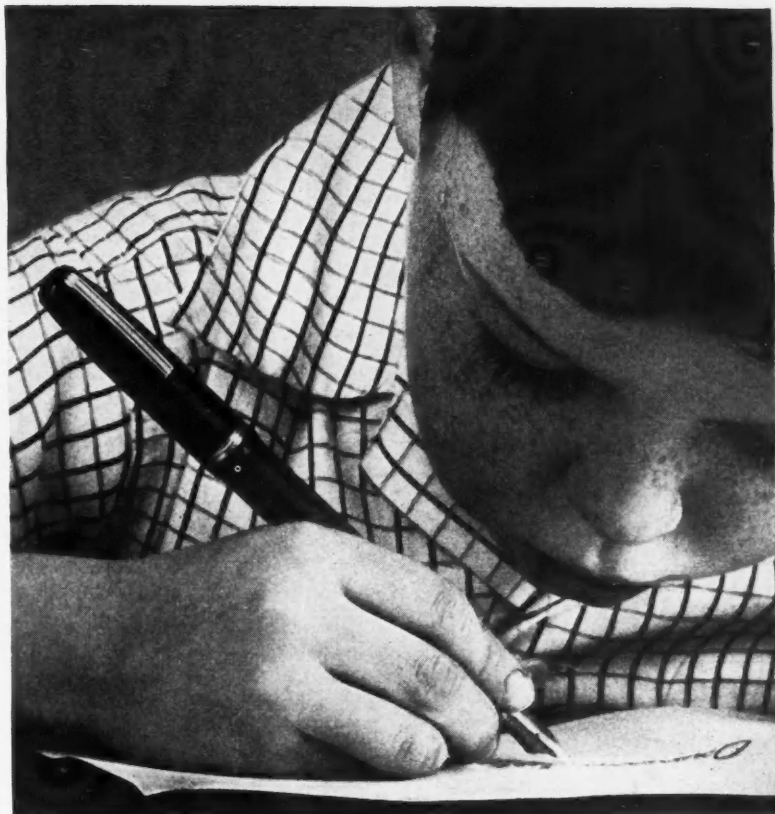
AUTOMATIC HAND DRYERS

Using a specially designed motor, the World Dryer Corp., Chicago, Ill., has induced a 20 per cent increase in the hot air flow of its hand dryers. The streamlined new motor sends air moving directly and smoothly to the fan, across the heating element that is heated to 140° F. An automatic circuit breaker prevents overheating. Models are available for either 110 or 220 volt a.c., or 115 volt d.c. The push-button dryer runs for 30 seconds before automatically shutting off. An iron-cast cover protects the machine from vandalism or accidents. Finished in an acid-resistant enamel, the dryer case is mar-proof and easily cleaned. The compact unit measures 11¾ in. long, 9¾ in. high, and 6¾ in. deep.

(For Further Details Circle Index Code 0175)

(Continued on page 124)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Why he'll learn better handwriting with an ESTERBROOK pen

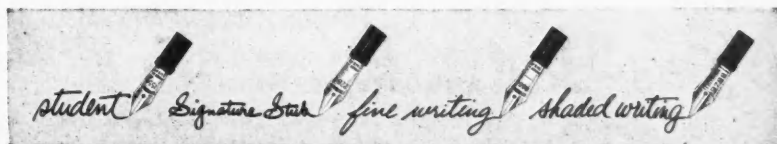
For many years now, teachers have been recommending Esterbrook Pens. The reasons are clear:

- An Esterbrook is a precision-made, quality writing instrument. Yet it costs only \$2.95!
- The ink flows freely . . . starts writing instantly . . . doesn't flood out and leak.
- Only Esterbrook offers a complete choice of points—32 in all. Students can choose the points that match their own writing personalities best.
- Economical, too. Replaceable points thread in quickly, easily—cost only 60¢ at all pen counters.

Small wonder that Esterbrook has been the No. 1 choice of American teachers for over two decades.

Esterbrook® Only \$2.95

choice of 32 points, including:



New Products

(Continued from page 123)

COLORED STEEL BUILDINGS

Development of a durable, low-cost color coating designed for application to steel buildings has been announced by Stran-Steel Corp., Detroit 29, Mich. The Stran-Satin Color is not a paint, but a two-layer protective coating of vinyl aluminum applied at the factory to steel panels, which are then shipped to the construction site. After rigorous tests, the company reports, the tested samples will withstand exposure with no deterioration to the finish coat, no loss of adhesion, and no corrosion of base metal. According to the company, the color coating will not blister, peel, crack, or fade. The firm now offers buildings in a choice of blue, green, bronze, rose, gray,

and white, as well as the regular metal finish. Stran-Steel Corp. manufactures a complete line of prefabricated steel buildings.

(For Further Details Circle Index Code 0176)

ELIMINATE BROKEN TAPES

Speed-Eez is a new tape threader and leader for tape recorders which, according to the manufacturer, will eliminate broken tapes. The threader, made of unbreakable DuPont Mylar, has a new attachment on one end that makes threading a tape recorder child's play. Just slip the tip into the empty reel and the tape is ready to play. The other end of the 24-in. leader has a connecting tab that seals permanently to the tape in three seconds. The low-cost device is available from Speed-Eez Products, Hollywood 46, Calif.

(For Further Details Circle Index Code 0177)

TWO FILMSTRIP PROJECTORS

Two new School Master filmstrip projectors have been announced by Graflex, Inc., Rochester, N. Y., a subsidiary of General Precision Equipment Corp. The projectors which han-



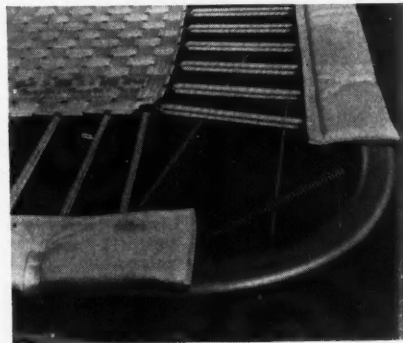
For Filmstrips or Slides

dle filmstrips or 2 by 2 slides are offered in 500- or 750-watt models. These are the first new offerings in the former SVE line since Graflex assumed the company. Featuring a new optical system plus the Sylvania Tru-Focus lamp, the projectors have a greatly increased light output, some 15 to 30 per cent over previous models. Models have a 5-in. Bausch and Lomb f/3.5 coated and color corrected lens for sharper images. Of lightweight aluminum casting with a retractable handle, projectors are easily portable.

(For Further Details Circle Index Code 0178)

NEW TUBING IN TRAMPOLINES

New oval-shaped steel tubing used in the manufacture of all Nissen regulation trampolines provides strength, durability, and a lighter-weight trampoline. Because of this



Lightweight Yet Sturdy

new construction, the regulation trampoline weighs only 33 lb. The weight of the firm's Goliath Trampoline has been lightened by 50 lb. so that even girls can handle it with ease. The new tubing has a compact, modern look, and allows protective frame pads to lie flat. For a free catalog, write to the manufacturer, Nissen Trampoline Co., Cedar Rapids, Iowa.

(For Further Details Circle Index Code 0179)

(Continued on page 126)

THE FINEST PROTECTION

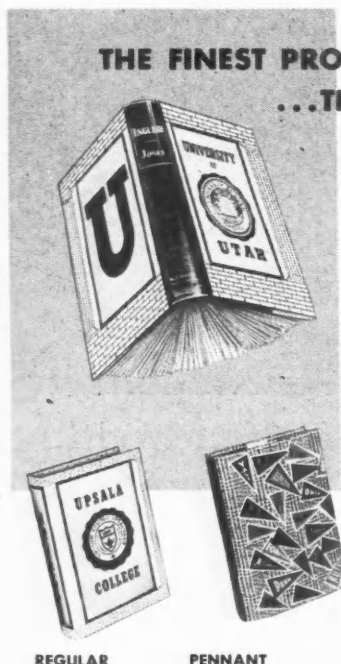
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REGULAR

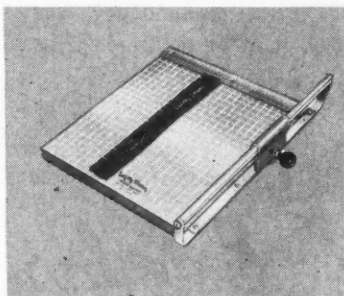
PENNANT

NEW... SAFETY-SHEAR™ PAPER CUTTER

Safe... even for kindergarten children

Eliminate the danger of arm-type cutters. The SAFETY-SHEAR is so safe and easy-to-use that even the smallest child can operate it in complete safety.

One sweep of the shuttle-type handle gives accurate, clean cut. Not a razor blade cutter . . . rotating, self-sharpening, shear-action blade is guarded for user's protection. Optional MAGNETIC PAPER GUIDE assures parallel cut—may be moved to any width or angle.



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HOWE FOLDING TABLES



THIS TABLE HAS MORE THAN 4 LEGS!

• HOWE Folding Tables are built to last. Besides 4 sturdy legs of 1½" square tube steel, *HOWE tables have a riveted and welded, high-grade carbon steel chassis!* Constructed around heavy steel angle iron rails, this chassis runs the full length of the table. Cross rails provide *extra*-support.

HOWE tables' legs are individually braced at the corner; they provide *flexible* strength at points of greatest strain.

HOWE Table tops, too, are built to take it. Each is made of solid, sheet plywood. (Plywood frame tops are never used!) Masonite, Micarta or linoleum is permanently bonded, under pressure, to this base.

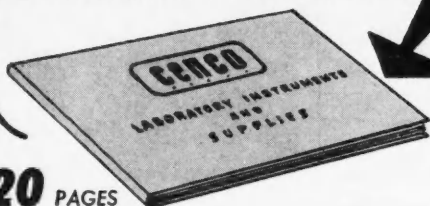
Strong enough to support 2000 lbs., HOWE Folding Tables are light in weight; they are easily handled by one man.

FREE! Get complete information on HOWE Folding tables! Write today for illustrated folder containing dimensions, styles, structural details.



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Address _____

City _____ Zone _____ State _____

New Products

(Continued from page 124)

HIGH-SPEED PHOTOCOPY UNIT

The Transcopy Meteor is a compact, high-speed photocopy unit made by Remington Rand division of Sperry Rand Corp., New York City. The Meteor exposes, develops, and



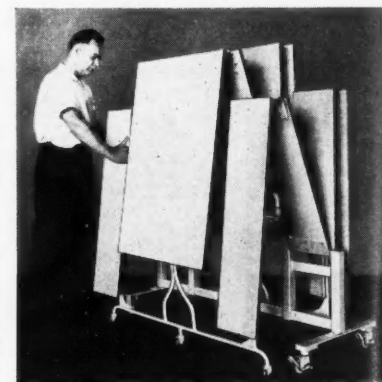
Copies in 30 Seconds

prints finished copies of originals up to 15 in. wide and of any length in less than 30 seconds. The attractive, two-tone gray machine is 26½ in. long, 15½ in. wide, 9¼ in. high, with a throat width of 15 in. It can be plugged into standard electric outlets, and operated under fluorescent or bright office lighting with the use of a special safety paper. Send for descriptive booklet, No. P-516.

(For Further Details Circle Index Code 0180)

COMPACT TABLE-BENCH

Schools with overcrowded lunchrooms will be interested in the folding table-bench offered by Schieber Sales Co., Detroit 39, Mich. The



Flexible Seating Unit

Flexo-Fold unit is 12 ft. long when extended and contracts to 17 in. for storage. The table-bench carrier is of 2-in. square steel tubing with a steel center support. The carrier has four large swivel-type casters, two of which lock to prevent shifting. Everform, a hard, smooth, grain-free new material is used in the bench top, and can be finished in colors or natural wood. Request a catalog sheet.

(For Further Details Circle Index Code 0181)

(Continued on page 128)

**CORRESPONDING CODE INDEX NUMBERS TO
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IN THE READER'S SERVICE SECTION**

Gym Costs Are No Problem With Money-Makers Like This



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\$13,000 net from roller skating! That's how this school helped finance its new gym and more than paid the cost of its floor the very first year! Soft, dead flooring which false economy sometimes substitutes can't take skating, of course. For maximum liveliness with wear, make your floor Wells' DIAMOND HARD Northern Maple too.



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Step Treads
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All Black**

**Step Treads, Flooring,
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For extra duty on heavily used steps—outside or inside—MELFLEX offers a new kind of tread with metal insert that assures greatest service and safety . . .

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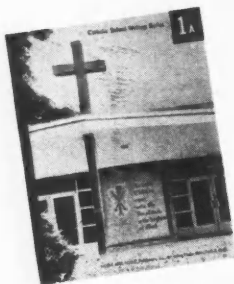
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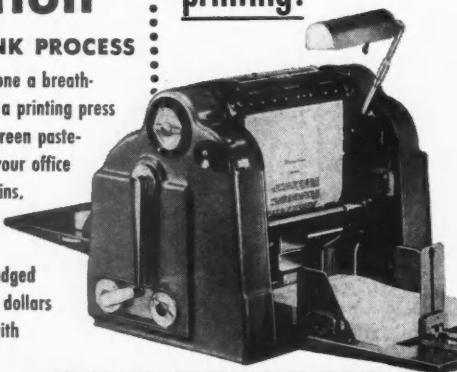
DUAL CYLINDER PASTE INK PROCESS

The old-fashioned 'mimeo' has undergone a breath-taking change. Now it is designed like a printing press—complete with dual cylinders, silk screen paste-ink, and other features which permit your office girl to produce your own forms, bulletins, advertising literature and even illustrated catalog pages . . . and . . . in color, too! (She won't get a finger smudged in the process.) Where you once spent dollars for printing you can now do the job with quality duplicating for pennies! Gestetner is made by the world's first and largest manufacturer of duplicators. (Since 1881)

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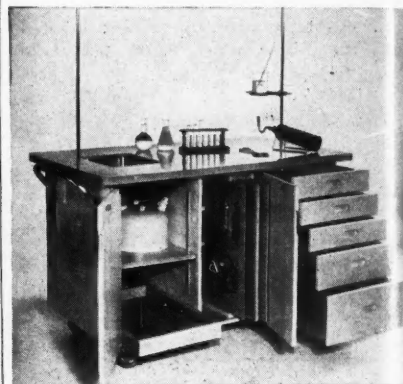
CITY.....STATE.....

New Products

(Continued from page 126)

PORTABLE SCIENCE LAB

Science Kit Lab is a complete science unit ready for classroom use. Made by Science Kit, Inc., Tonawanda, N. Y., it has a durable



Utility Laboratory

maple cabinet and laminated top treated with a green coating that resists chemical stains. Inset in the tabletop is a removable stainless steel sink. There are abundant drawers and shelf space for storage of the removable lab table supports and other laboratory apparatus. The unit is 54 in. long, 30 in. wide, and 34 in. high. It features a sturdy handle bar, cork and pegboard panels for display and storage, electrical connections, and self-locking casters. The firm also supplies equipment to stock the table which includes a 1000 watt single burner hot plate or Bunsen burner and other necessary apparatus.

(For Further Details Circle Index Code 0182)

FROM BENCH TO TABLE-BENCH

Serving as a bench and/or table, this new seating unit, produced by the Sico Mfg. Co., Minneapolis 24, Minn., can be stored compactly and easily. The No. 2800 Bench-to-Table unit adds versatility to quality construction and modern design. A simple folding-lifting action converts the back of the bench



For Multipurpose Rooms

to a table-bench. The unit is available in lengths of 6, 7, and 8 ft. and requires only 7 in. of storage space when folded. The unit features a chassis constructed of 14-gauge plated steel, a 15-in. table top of melamine plastic, and a 12-in. plasticized board bench.

(For Further Details Circle Index Code 0183)

PICTURE NUMBER MATCHING POSTERS

ADJUSTABLE MUSIC STANDS

Adjustable music stands, weighing less than five pounds, are available from the Wenger Music Equipment Co., Owatonna, Minn. The Just-o-matic stands have unbreakable cast aluminum bases, aluminum desks and brackets, with nylon friction-type adjustment devices that permit finger-tip adjustment for height and desk tilt. Three styles of stands are offered in a colorful brushed aluminum trim or the more conventional gray or black.

For Further Details Circle Index Code 0184)

LOW-PRICED DUPLICATORS

Three new duplicators, introduced to the low-price field by Ditto, Inc., Chicago 45, Ill., retain all of the best features of the higher-priced models. The new machines are wider and lower than previous models and are quieter in operation. Models D-30, hand-operated, and D-31, electrically-operated, are equipped with liquid control dials geared to paper size so that only the needed amount of



Hand or Electric Models

liquid will be released. Liquid and pressure control levers are latch type for quick and accurate positioning. The machines have a speed of two copies per second, will handle paper from 13 lb. to card stock without adjustment and in any size from 3 by 5 in. to 9 by 14 in.

(For Further Details Circle Index Code 0185)

INDIVIDUAL SHOWER CONTROLS

A trend toward individual shower controls is becoming more apparent in dormitory installations, according to the Powers Regulator Co., Skokie, Ill. The firm, reporting on the "overwhelming specification" for individual-type controls over gang-type controls, points out the hazards of the gang-type shower. With an individual thermostatic control in each shower sudden flashes of extremely hot or cold water are eliminated and the water remains at the desired temperature. The new control can be set at any point between 65 and 110 degrees. It has an automatic shut-off if the water temperature should rise above this point.

For Further Details Circle Index Code 0186)

(Continued on page 130)

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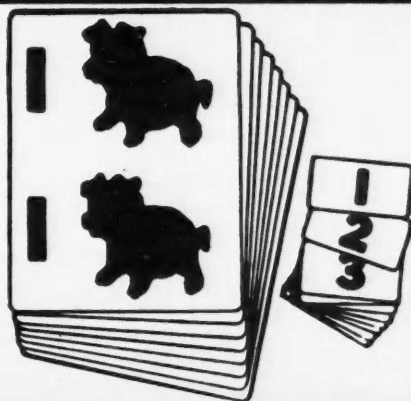


Classroom-tested posters for learning the numbers 1 to 10 in kindergarten and primary grades.

Ten two-color charts with symbols, matching words and numbers, and 20 small cards for new number matching game for pupils. Large 11" x 14" posters show dogs on both sides.

Instructions and a **GUIDE FOR TEACHING BEGINNING NUMBERS** included. \$1.75.

PICTURE NUMBER ADDITION POSTERS

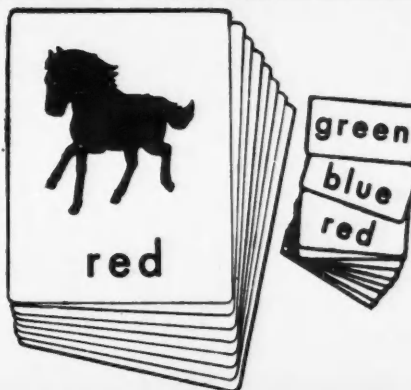


LARGE ATTRACTIVE POSTERS FOR TEACHING ADDITION IN PRIMARY GRADES

A colorful 15 poster set for learning the fifteen additional facts illustrated by groups of two through six on 11 x 14 inch posters including 10 small cards for pupil participation in telling number stories.

Instructions and a **GUIDE FOR TEACHING BEGINNING ADDITION FACTS** included. \$1.75

PICTURE COLOR MATCHING POSTERS



For teaching and display, a new basic color set of posters with animals showing the eight colors: red, orange, yellow, green, blue, purple, brown, and black. Eight posters on 9" x 11" white cards. Eight small matching word cards for pupil participation. Instructions included. \$1.50.



Creative Publishing House of Oxford, Inc.

Oxford, Ohio

MAIL YOUR ORDER ON THIS COUPON TODAY

Please ship the following order

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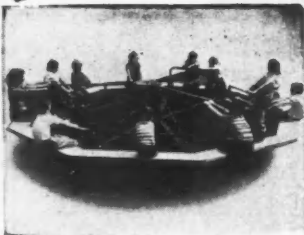
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New Products

(Continued from page 129)

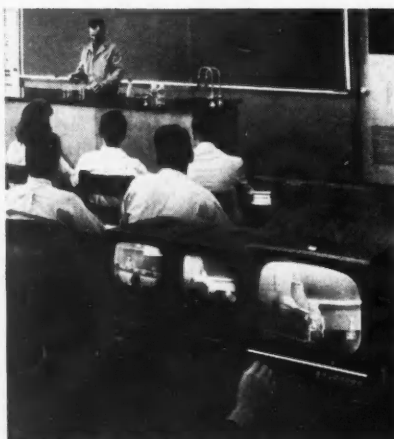
POWER UNITS FOR SCIENCE LABS

Lab Volt is a new power package which supplies safe, low-cost, and convenient electric power to the high school science laboratory. The compact 8 3/8 by 4 by 6 1/2-in. power units are easily installed, permanent, and will fit into the aprons of science laboratory tables leaving the top clear for student work. The unit operates on a regular 110-volt A.C. outlet and will supply A.C. or D.C. currents. The moderately priced units are available from Buck Engineering Co., Inc., Freehold, N. J.

(For Further Details Circle Index Code 0187)

CLOSED-CIRCUIT ETV SYSTEM

A new closed-circuit television system has been designed especially for educational use by Allen B. Du Mont Laboratories, Inc., Clifton, N. J. This ETV package operates



Close-up of Video Monitors

with a minimum of electronic equipment and eliminates the need for a fixed studio and fixed control room. The two cameras mounted on tripods and dollies, and a 15-lb. control board are easily moved from classroom to classroom. The ETV package includes two cameras, switching and remote-control position equipment, an audio system for sound to and from the instructor, two video monitors (one for each camera), a standard TV receiver to be used as a line monitor, and all RF distribution accessories and transmitting units. One camera has a fixed wide-angle lens for a general-area picture. The other has a three-lens turret that is easily focused and maneuvered for close-ups. The system is recommended for use with standard television receivers rather than expensive video monitors.

(For Further Details Circle Index Code 0188)

MOTION PICTURE REELS

A precision die-cast aluminum hub assures true running and more stability in the photographic reels made by Compco Corp., Chicago, Ill. The reels come in sizes 400 through 2000 ft., with or without storage cases. Send for illustrated literature.

(For Further Details Circle Index Code 0189)

(Continued on page 132)

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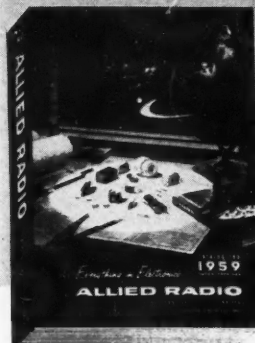
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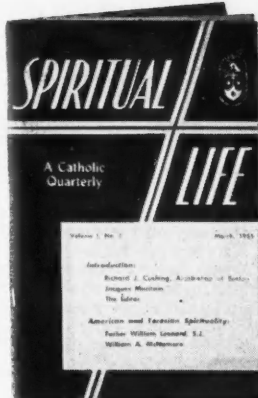
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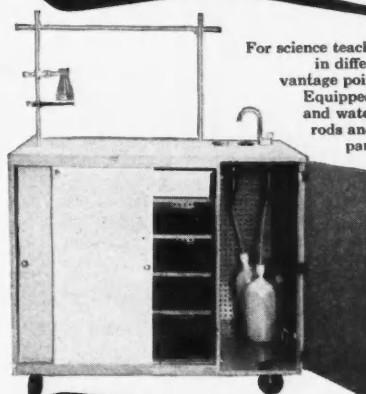
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New Products

(Continued from page 130)

VERSATILE STEEL CHALKBOARDS

Steel chalkboards mounted on roller panels can be used as sliding closet doors, room partitions, or even bulletin boards with the use of small magnets. Developed by United States Steel Corp., Pittsburgh 30, Pa., and Enamel Products Co., Cleveland, Ohio, the "black-



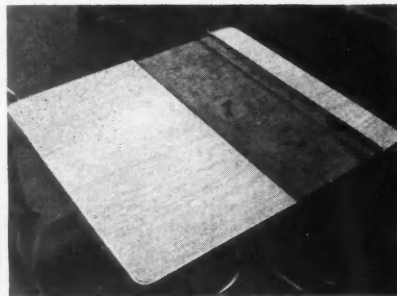
Sliding Chalkboards

boards" were designed for the new Air Force Academy at Colorado Springs. The boards have a one-inch plywood core backed with galvanized sheet steel and a glass frit overspray that has been fused together at high temperatures. According to the makers, they are guaranteed for the life of the building. The new boards can be used to replace worn-out chalkboards by simply gluing them in place with a special adhesive. Teachers and students will be delighted to know that chalk neither chatters nor squeaks on the new boards.

(For Further Details Circle Index Code 0190)

COVERS DAMAGED DESK TOPS

A slide-on laminated plastic top is a sensible answer to the problem of what to do with carved, scratched and defaced desk tops. Made by Coverite, Inc., Ypsilanti, Mich., the sturdy slide-on top is of Lamidall, a durable, doodle-resistant, laminated plastic. It is bonded to



Slide-on Plastic Top

1/4 in. tempered hardboard and bound with a heavy extruded aluminum edging. Coverite Tops are made for almost all sizes of regular shaped desks. The tops for the universal Type A desk are packed ten to a package and shipped f.o.b. Jackson, Mich. According to the maker, a room full of Tops can be installed in an hour by the school custodian. Write for prices.

(For Further Details Circle Index Code 0191)

(Continued on next page)

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By John Mescal

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This book is part description, part argument. Embedded in it is a full and detailed description of the Irish educational system, and of much of its history. The argument is, as the blurb says, "that the nations of the modern world are wrong about education—that it does not belong to the State." The State's function is, in the words of Pope Pius XI, to "endeavour to supplement . . . private and corporate educational initiative." And since "education is as much concerned with souls as religion is" education and religious education are synonymous terms. Mr. Mescal cites four countries, Ireland, Quebec, Scotland, and Holland—in which in his opinion there is real religious education. This book has the merit of being the first book written on this subject, and is a monument of industry and love.

Times Educational Supplement.

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New Products

(Continued from preceding page)

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(For Further Details Circle Index Code 0192)

TO GOD THROUGH MUSIC SERIES

The popular "To God Through Music" series is a master plan of a complete elementary school music course, prepared by the Sisters of Providence of St. Mary-of-the-Woods, Ind. Published by the Gregorian Institute of America, Toledo, Ohio, the series includes books, flash cards, chant cards, long-playing records, charts, and accessories, as well as teacher's manual for grades 1 through 7. Book Seven, which is new this year, consists of a children's book and a teacher's manual. Also available are filmstrips of flash card sets, one to seven. Send for complete details and prices.

(For Further Details Circle Index Code 0193)

ARMCHAIR WITH WRAP RACK

A convenient wrap rack is attached to the tablet armchair, Model 875TA, offered by Durham Mfg. Corp., Muncie, Ind. The wrap rack is constructed of the same durable tubular steel as the body of the chair. When the chair is folded the rack converts into a carrying handle. It is extended out far enough from the back of the chair to be of service, yet not so far as to be cumbersome or in the way



Easily Folded Student Chair

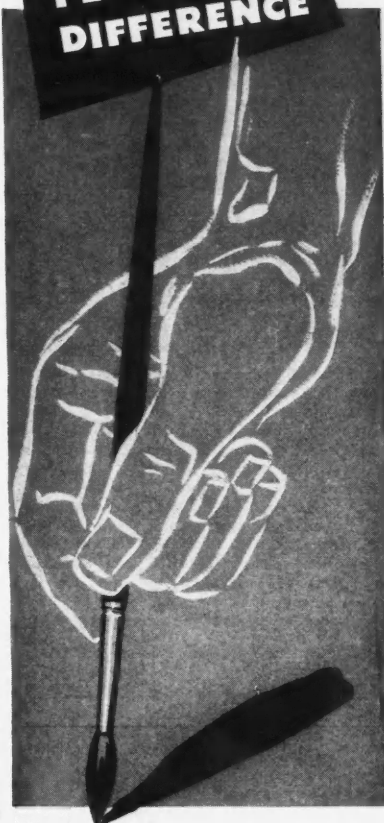
of the person sitting behind. The arm of the chair has a five-ply hardwood core with a northern maple back treated to resist marring, scuffing, and discoloration. Available in colors of beige, taupe, and brown, it can also be ordered with upholstered seat, No. 877TA, or plywood seat, No. 874TA.

(For Further Details Circle Index Code 0194)

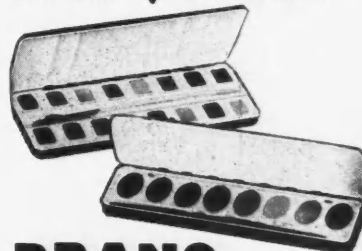
(Continued on page 134)

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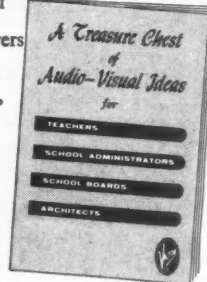
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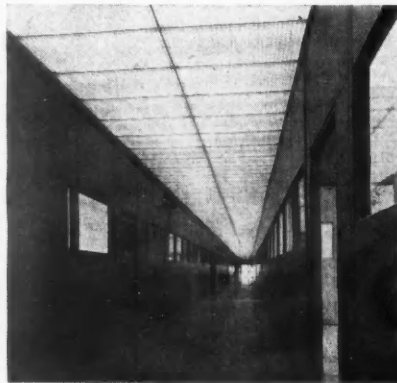
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Address _____
City _____ Zone _____ State _____

New Products

(Continued from page 133)

LUMINOUS CEILINGS

Over-all ceiling illumination, developed by Smithcraft Lighting Co., Chelsea 50, Mass., may well be used in schools and institutions where natural lighting is restricted or non-existent. More than 400,000 sq. ft. of Smithcraft Area Illumination has been installed in the three new Ford Staff and Product Engineering Buildings in Dearborn, Mich. In



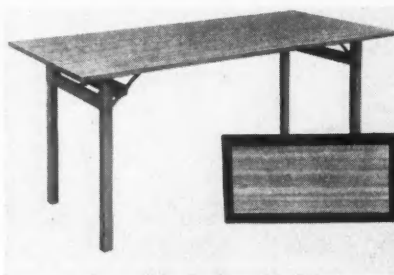
Fully-Lighted Corridors

these buildings, the lighted ceilings are used in cafeteria, offices, and corridors (see photo). The fluorescent lighting averages 90 foot-candles and is glare- and reflection-free. Lamps are shielded by white egg-crate louvers, 48 by 27 in. The system conceals a network of pipes, ducts, and beams, and acts as a support for acoustical material. Decorative and easy to install, it may be used with other ceiling materials to form patterns or ribbons of light.

(For Further Details Circle Index Code 0195)

BUDGET-PRICED TABLES

Budget-priced folding tables are available from Howe Folding Furniture, Inc., New York 16. Table tops are of HowLite, a vinyl plastic laminate bonded to solid plywood, with a



Plastic Tabletops

golden birch pattern. The plastic seals out food and beverage stains, wipes clean with a damp cloth, and absorbs the clatter of dishes and silverware. The tables come in six or eight foot lengths, and are 30 in. wide and 30 in. high, with an aluminum-edged top. They have square legs finished in beige baked enamel, and an all-steel chassis.

(For Further Details Circle Index Code 0196)

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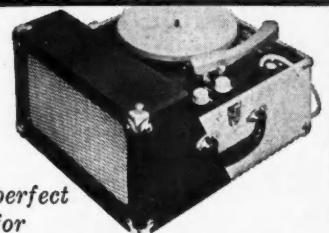
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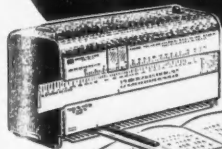
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CATALOGS AND BOOKLETS

The E. M. Lohmann Co., St. Paul, Minn., is offering its new supplement catalog of church goods, Wholesale Catalog No. 189. All kinds of religious goods are offered from holy pictures, medals and rosaries to altar furnishings and vestments.

(For Further Details Circle Index Code 0197)

Art teachers, designers, and architects will be interested in the new 1958 catalog of Winsor and Newton, Inc., New York City. It contains 80 pages of artists' materials offered by the firm.

(For Further Details Circle Index Code 0198)

The "1958 Catalog of Standardized Tests and Related Materials" is available from the California Test Bureau, Los Angeles 28, Calif. Here are descriptions of tests for achievement, aptitude and interest, arithmetic, English, reading, social studies, intelligence, and personality.

(For Further Details Circle Index Code 0199)

"Everything for Clergy, Church and Choir" is the all-encompassing title of the new catalog from National Church Goods Supply and Church Furniture Companies, Philadelphia. Send for a copy of this 136-page catalog.

(For Further Details Circle Index Code 0200)

"F.E.M.A. Handbook of Safety Codes" outlines procedures for maintaining, protecting, recharging, and inspecting fire extinguishers commonly used in schools and institutions. Included are portable fire extinguishers, carbon dioxide, standpipe and inside hose, and fixed foam systems. Send for free copy from Fire Equipment Manufacturers' Assn., Inc., Pittsburgh 22, Pa.

(For Further Details Circle Index Code 0201)

A colorful file holder from Cushman and Denison Mfg. Co., Carlstadt, N. J., holds the latest literature on the firm's Flo-master felt tip pens, markers and inks, as well as the Ke-master key file systems.

(For Further Details Circle Index Code 0202)

Basketball coaches and athletic directors may request a 64-page "Seal-O-San Basketball Coaches Digest for 1958-59" by writing Huntington Laboratories, Inc., Huntington, Ind. It's free if you write on the school letterhead; otherwise include 50-cent handling fee.

(For Further Details Circle Index Code 0203)

Fifth and sixth grade girls should be taught the facts about menstruation, according to a new pamphlet offered by Kimberly-Clark Corp., Neenah, Wis., makers of Kotex. It explains how the school can provide this instruction with the co-operation of the girls' mothers.

(For Further Details Circle Index Code 0204)

"Schools and Scouts" is a handy folder that relates the Girl Scout program to the school system. Administrators and teachers planning to establish a scouting program in their schools should send for a free copy from Girl Scouts of the U. S. A., New York City.

(For Further Details Circle Index Code 0205)

"A Guide for Evaluating Your Science Facilities" is a handy brochure prepared by the Scientific Apparatus Makers Association in co-operation with the School Facilities Council. Send for the 16-page booklet.

(For Further Details Circle Index Code 0206)

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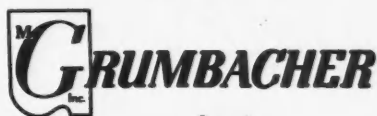
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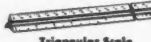
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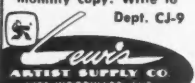
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"America's Products and the Trucks That Carry Them" is the title of a colorful bulletin board chart offered by Automobile Manufacturers Assn., Detroit 2, Mich. The map shows the principle products of each state and is bordered by interesting types of trucks.

(For Further Details Circle Index Code 0207)

Teachers' guide to "Resource materials for Latin American Studies" is available free from the Creole Petroleum Corp., New York City. This up-to-date list of books, magazine articles, pamphlets, films and filmstrips is suitable for social studies teachers in junior high school grades.

(For Further Details Circle Index Code 0208)

The history of mathematics is traced on a large lithographed chart, 27½ by 40 in., compiled and printed in Sweden, and available from Facit, Inc., New York City, distributors of business machines. The chart includes a portrait gallery of mathematical "wizards," and traces mathematical development from pre-historic days to modern calculators.

(For Further Details Circle Index Code 0209)

"Arithmetic Minus Mystery Equals Understanding" is a new booklet by Monroe Calculating Machine Co., Orange, N. J. After reviewing principles of teaching arithmetic, the booklet explains how using the firm's Educator Calculator can instill a better understanding in a pupil.

(For Further Details Circle Index Code 0210)

"How to Write Those Hard-to-Write Letters" presents examples of letters of congratulation, sympathy, recommendation, etc., written in a pleasantly informal yet businesslike tone that will spell "good public relations" for your office. Written for secretaries, the booklet is a suitable teaching aid for the commercial teacher. It's free from International Business Machines Corp., New York City.

(For Further Details Circle Index Code 0211)

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CORRECTION: The program "Safe Play for Children" is an oral discussion outlined for clubwomen by the General Electric Household Refrigeration Dept. The program does not include a film, as was incorrectly reported in the June issue of CATHOLIC SCHOOL JOURNAL.

MANUFACTURER'S NEWS

Central Scientific Co., a subsidiary of Cenco Instruments Corp., is now marketing its school science equipment on a direct factory-to-user basis. Previously the firm sold through resale agencies. The firm has 12 branch offices in the United States and Canada.

Robert P. Brown is the director of a new Development Department at Encyclopaedia Britannica Films, Inc., Wilmette, Ill. The department will offer free, noncommercial consulting service, make audio-visual experts available to conduct workshops and offer guidance on using films and filmstrips.

During its first annual convention, the name of the American Fund-Raising Association was changed to International Fund-Raising Institute. The group's offices are at 322 South Michigan, Chicago 4, Ill.

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